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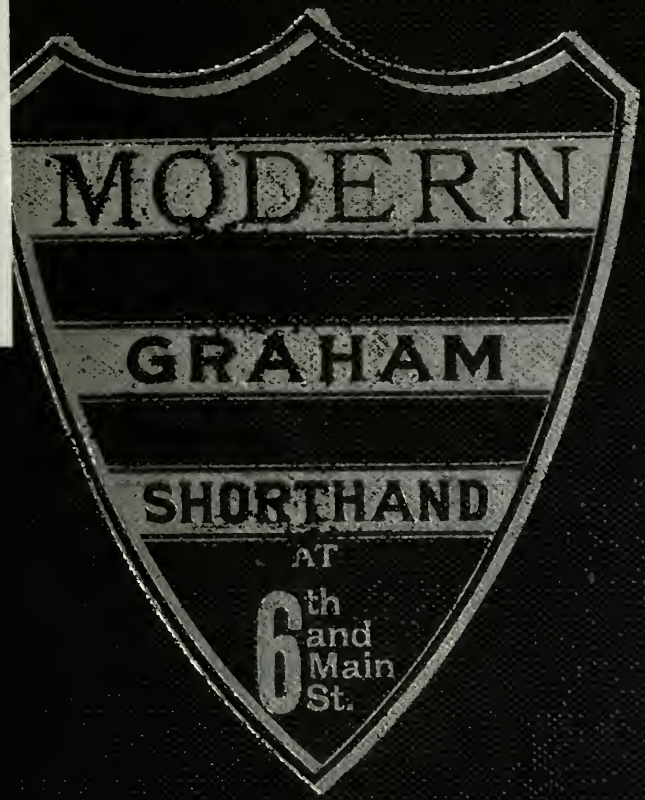

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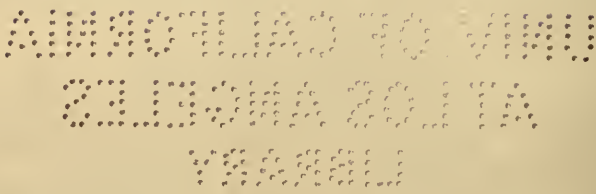

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PREFACE.

Twenty-two years ago (in Barnes' Shorthand Lessons of 1885) we departed from the usual method of shorthand authors and teachers in the following particulars:

All philosophy and unnecessary theory were cast aside, and the essentials of shorthand were presented in plain, simple language.

The vowels were grouped according to place instead of length, and a memory sentence given for each group.

Position was introduced immediately after the exposition of the vowels.

The reporting style, "Finality of outline" as it has been aptly termed, was taught from the first.

In Barnes' Shorthand Manual of 1888 we adopted the Graham plan of joining the semicircles.

In 1893 we took another advance step, and presented the second-place group of vowels first, because second position is the natural and the easiest position, on the line, the same as longhand. First position was taught simultaneously with the first-place vowels, and third position with the third-place vowels.

In 1900 we adapted the Sentence Method to the teaching of shorthand, sentences being given in the first lesson; the circle was introduced in the second lesson, and halving in the fourth.

These advances were at first vigorously opposed and severely criticised by some, but now almost every recent text-book gives prominence to some or all of these features, especially finality of outline, second-place vowels first, and position simultaneously with the vowels.

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In "Brief Course" we are now introducing further improvements. The new features have been thoroughly tested by competent teachers, with results heretofore thought impossible. Among these features are the following:

Sentences, wordsigns, and simple phrases in the first lesson; telephone message and business letter in the second lesson; business letters in all subsequent lessons; ticks for *the*, *a*, *an* and *and* given before the dots, for first impression; circles and loops in one direction only until the habit is fixed; Ar or Ray simpler than ever; *of-the* indicated by proximity where it first occurs; questions at the end of every lesson; frequent review lessons; and, best of all, the important is given *first*, and minor points, exceptions, and special difficulties postponed until the student has grasped the essentials which are being rooted in the mind while the student is learning the minor points.

As in our previous texts, the principles upon which contractions are based are clearly set forth, so that the reason as well as the memory aids the student in employing them.

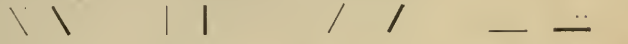
By "Brief Course" we refer to the time required to make shorthand of practical value in office and court work.

This edition of "Brief Course" in shorthand presents what is referred to in the Graham Hand-Book as the "Amanuensis Reporting Style" of Standard Phonography, with the addition of a few of the most frequently occurring reporting wordsigns. The Graham nomenclature is followed very closely. The h tick is named heh, but is called Choid, Poid or Roid when indicating its direction. Other ticks are called Toid, Koid, etc. A few other simplifications are suggested, but in such a way that their adoption is optional with the teacher

LESSON 1.

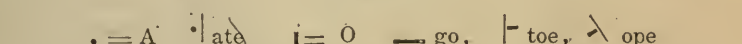
1. Shorthand may be called a **Picture of Sounds.** Each shorthand word in this lesson is a picture of the sounds heard in the word.

CONSONANT STROKES.



Sound as in			soft ch *each*	Chay j or soft g *joy, age*		K	Gay hard g *go*

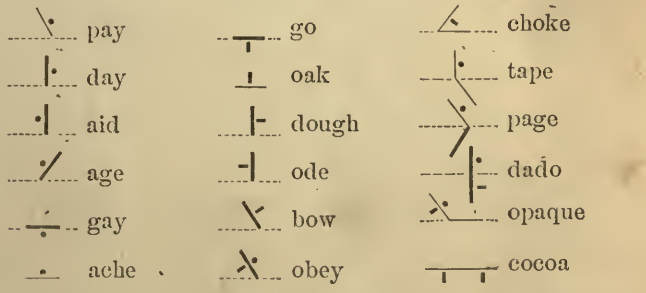
VOWELS.



2. Learn the foregoing consonants and vowels by reading the words and sentences given below. See how soon you can learn to read the shorthand when the longhand is covered.

Omit Silent Letters.

Spell by Sound.



Go pay Abe Day. Jake owed Joe Polk. Bake cake. Coach Togo.

3. Write all the consonant strokes in any outline **without lifting the pen.** Insert the vowel **afterwards.**

4. **CAUTION 1.** Do not slant T or D in the least. Make the shading and **length** of each stroke **exactly as in the copy.** When using double-ruled paper, make the **first down** stroke of an outline extend **exactly from line to line.** Write the second down stroke below the lower line.

5. **CAUTION 2.** Place the vowel exactly by the **middle** of the stroke.

6. Now cover the shorthand, and, looking only at the longhand, write each word in the columns and sentences. Compare your work with the printed shorthand. Correct the slant of T or D. See to it that the horizontals are not too short or too long. **Mark every deviation from the copy.** Practice the corrected words until you know them; then rewrite and compare again.

7. When you have mastered the foregoing, you will know about one-fourth of the shorthand alphabet. See how soon you can learn to write the words and sentences correctly; then make a perfect copy of the whole.

CONSONANT STROKES CONTINUED.

	M	Emp	N	Ing	heh	Hay	Ray
		mp or mb		ng	h	h	r
Sound as in		*lamp, ambush*		*rung bank*			

8. Hay and Ray are always written **up.** The other strokes in this lesson are **never** written up. Write heh down or up.

9. Use whichever form for *h* makes the sharper angle or more convenient joining with the following stroke, provided there is no vowel after that stroke. Use heh in *hale;* but Hay in *halo*, and *hero*, because of the vowels after the *l* and *r*.

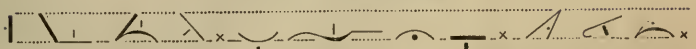
VOWELS.

. = ĕ (Called eh). egg

| = ŭ (Called uh). up

10. Notice how much lighter these vowels are than the signs for A and O.

READ AND WRITE.



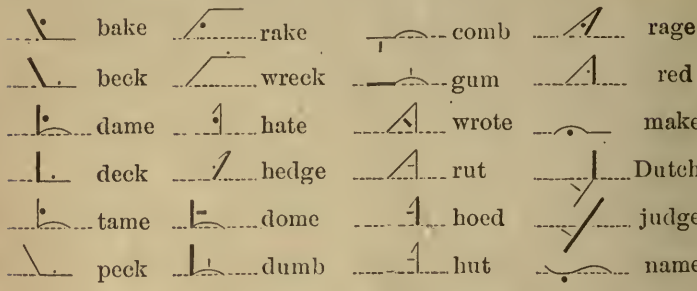
Ed Buck jump up. No monk may go. Wretch, hoe hemp.

egg	aim	know	hem	ray
peg	mow	neigh	hemp	row
etch	gem	neck	hum	rug
edge	mug	nudge	hump	rung
ebb	pump	tongue	hay	wrench
tuck	dump	bung	hoe	meadow
dug	bump	bunk	head	Jumbo
jug	jump	chunk	hung	Hague

11. When Ray is joined to another stroke, its **upward** direction distinguishes it from the **downward**-written Chay. When not joined to another stroke, Ray should slant a great deal to prevent its looking like Chay. Observe the slant and direction in *ray*, *row*, *rug* and *rung* given in the last column. A slanting stroke may be slanted more or less as is necessary to make a sharp angle with another stroke.

12. In the middle of a word, A and O are distinguished from eh and uh not only by their shading but also by their

place, A and O being always written by the **first** stroke, while eh and uh are always written by the **second** stroke.



13. Learn to read the above shorthand when the longhand is covered, and to write the words when the printed shorthand is covered. **Make both lines in Hay straight.**

14. READ EVERYTHING YOU WRITE, not only for the necessary practice in reading, but also to ascertain if every stroke is properly written, and if the vowels are placed by the right strokes and exactly by the middle of the stroke. See also that **O** and **uh** are made slanting by a slanting stroke, horizontal by a vertical stroke, but vertical by a horizontal stroke; that is, **always** at **right angles** to the stroke.

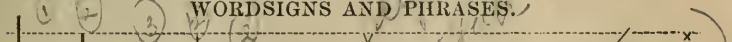
15. **A** wordsign is an abbreviation or an exception. It is not written according to rule, but it expresses one or more of the most important sounds in the word. See first line of shorthand on next page.

16. *The* may be indicated by a *light* **slanting** tick, written down or up; as, know-the, may-the.

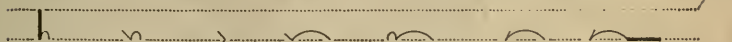
17. *A*, *an* or *and* may be indicated by a **horizontal** tick joined to the beginning or to the end of a word, whichever is more convenient. Ex. and know-a.

18. When a horizontal tick does not make a good joining, a vertical tick may be used for *a*, *an*, or *and*. Ex. bake-a.

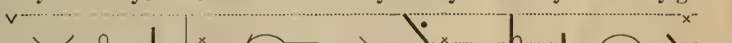
WORDSIGNS AND PHRASES.



dollar do had it him he I you owe to two . ?
take am oh too



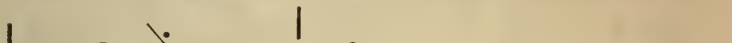
do-you to-you to-the to-him you-may he-may he-may-go



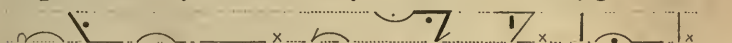
I know you had it. He-may-go to-the bay. Do-you owe him too?

Do go to-the meadow. Rake up-the hay. He had to pay-the dollar.

Judge Pope came Monday. You-may hem-the cape. He had a-dollar.



Do go to-him. Pay him-the dollar you owe him. Two may go to-him.



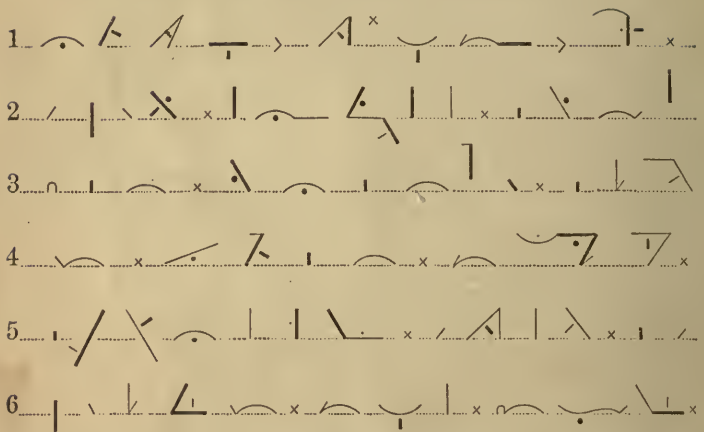
You-may bake him-a cake. He-may engage-the coach. Do make it.
Speed sentences:

He had to take it to-you. Oh, I do owe him a-dollar too.

19. Write each sentence many times. The speed sentences contain all the wordsigns given in this lesson. Practice them until you can write each one exactly like the copy four times in a minute; that is, at the rate of about thirty words per minute.

EXERCISE 1.

Read, copy, and read from your notes.



QUESTIONS. 1. What may shorthand be called? 2. What letters are omitted in shorthand? 3. How are words spelled in shorthand? 4. How must a consonant outline be written (Par. 3)? 5. When is the vowel inserted? 6. Write and name the consonants and the vowels in their order. 7. What strokes are always written up? 8. What is said of the direction of the other strokes? 9. When should heh be used, and when Hay? 10. When joined to another stroke, how is Ray distinguished from Chay? 11. When should Ray slant more than Chay? 12. By what part of the stroke should the vowels in this lesson be placed? 13. In what two ways may A and O be distinguished from eh and uh? 14. Write the wordsigns for *him*, *had*, *he*, *dollar*, *it*, *to*, *do*, *I*, *too*, *you*, *owe*, *two*, *oh*. 15. Write the phrases *to-the*, *do-you*, *he-may*, *to-him*, *you-may*, *he-may-go*. 16. Is — *G* or Gay? 17. Are you apt to slant T and D to the right or to the left?

LESSON 2.

CONSONANT STROKES CONTINUED

WRITTEN DOWN.

F V Ith th *bath* The th *bathe* Yay y Ar r Way w

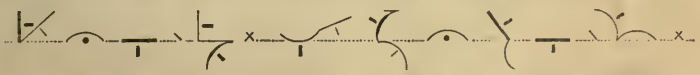
Vowels.

20. *Obscure *a*, as in *awoke* and *Dora*, is pronounced practically the same as short *u*, and may be represented by uh. Uh is also used in such words as *urn*, *earn*, *berth*, *birth*, *worth*, *myrrh*.

21. The *a* heard in *chair*, *dare*, *fair* and *pear* is represented by A.

22. Learn to read the following sentences when the longhand is covered, and to write them when the shorthand is covered:

They both make fudge. I know-the way-the knave tore-the door.



Dora may go to Tokyo. Nora and-Oyer may both go to Rome.

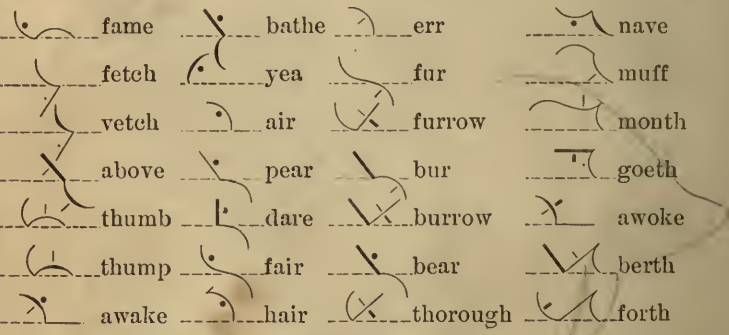
23. **CAUTION.** A slanting curve should not begin or end like T, K or Ith. **Slant it out,** not in. When making

* The Century Dictionary says of this vowel sound: "Even in the mouths of the best speakers, its sound is variable to, and in ordinary utterance actually becomes, the short u sound (in but, pun, etc)."

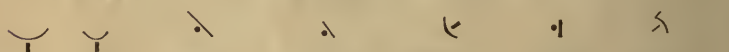
Ith and The, curve out until half way down, then curve in so that the **end** of the stroke will be exactly **under** the **point of beginning.** The upper and the lower half of each stroke should be uniformly curved. Practice the foregoing sentences until you find it easy to write them according to these directions.

24. Both the angle and the vowel are considered in determining whether Ar or Ray should be used. If Ray does not make a good joining with another stroke, use Ar; and vice versa. Where both would make a sharp angle with another stroke, use Ar if the syllable sounds more like Ar; thus, use Ar in *air*, *ark*, *early*, *tar*, b*ore;* but use Ray when the syllable sounds more like Ray; as, *ra*ke, *ro*pe, fo*ray*, bu*ry*.

Read and write the following words as directed for the sentences:



25. Making a stroke half as long as usual adds t or d.



26. The half lengths are called Pet, Bet, Vet, Tet, Thet, etc. Tet may be used for ted, and Det for ded, as in rated and headed.

27. But neither Hay nor Ray should be halved unless joined to another stroke, or to a hook to be learned later on.

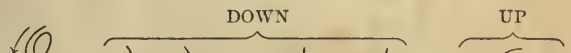
hate wrote road ahead ferret turret

Read with the longhand covered, and write with the shorthand covered.

get	thud	fetched	kept
date	nut	bathed	caged
pet	fate	thumbed	nudged
bed	cut	agent	gauged
fed	hummed	theft	method
jet	hugged	hedged	engaged
met	hemmed	buffet	covet

28. Observe, in the last column of shorthand, that the **horizontal** stroke in each outline is written **high** so that the **down** stroke may **rest on the line** of writing.

CONSONANT STROKES CONCLUDED.

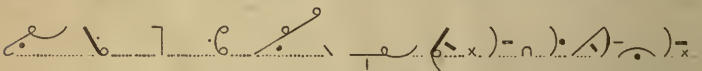


iss	S	Z	Ish	Zhe	Lay
Initial s			sh	zh	l
Medial s or z					
Final s or z					

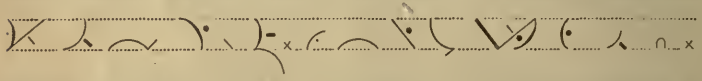
29. When iss begins an outline, it is read before everything else; — before the vowel, before the stroke, before everything to be learned later on. Ex. soap, said.

30. When iss ends an outline, it is read after everything else—after the stroke, after the vowel, after the t or d indicated by halving, etc. Ex. votes, spades.

31. The circle iss is generally used for *s;* but the stroke S must be used **when s is the only consonant next to the vowel,** as in *ask* or *also.*



Hasten, Bess, and take Seth's razors to cousin Joseph. So you say Rosa may sew.



Ezra, show him the way to Zoar. Let him pay for the barege they showed you.

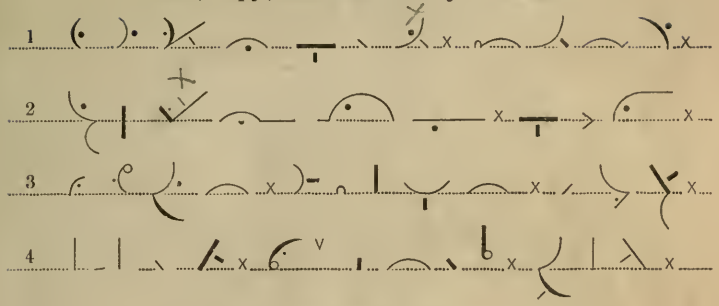
32. **CAUTION.** Be sure to make iss with a motion **contrary** to that of the hands of a clock. Put the vowel on the same side of the stroke as if there were no circle there.

33. Learn to read the words in the columns below when the longhand is covered, and to write them in correct shorthand when the printed shorthand is covered. Follow this general plan with all exercises unless otherwise directed.

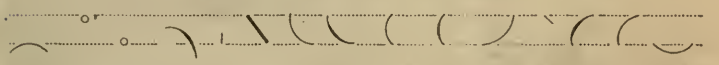
soap	oaths	notes	saves	essay
safe	yeas	gets	soaks	estate
said	sons	debts	searches	Zoar
Seth	chose	coats	surveys	shoves
such	yes	saved	surface	lull
sage	does	skates	surges	lower
stays	suppose	spades	roars	hole

EXERCISE 2.

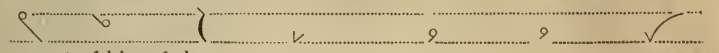
Read, copy, and read from your notes.



WORDSIGNS AND PHRASES.



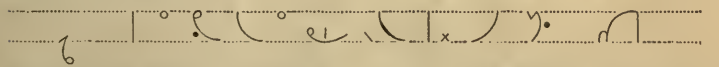
home is as away but be for have think them shall of your will own his has



expect of-his of-them but-the he-is he-has he-will

34. Learn the new wordsigns by writing the speed sentences. Work on each sentence until you can write it correctly at the rate of thirty or forty words per minute.

Speed sentences:



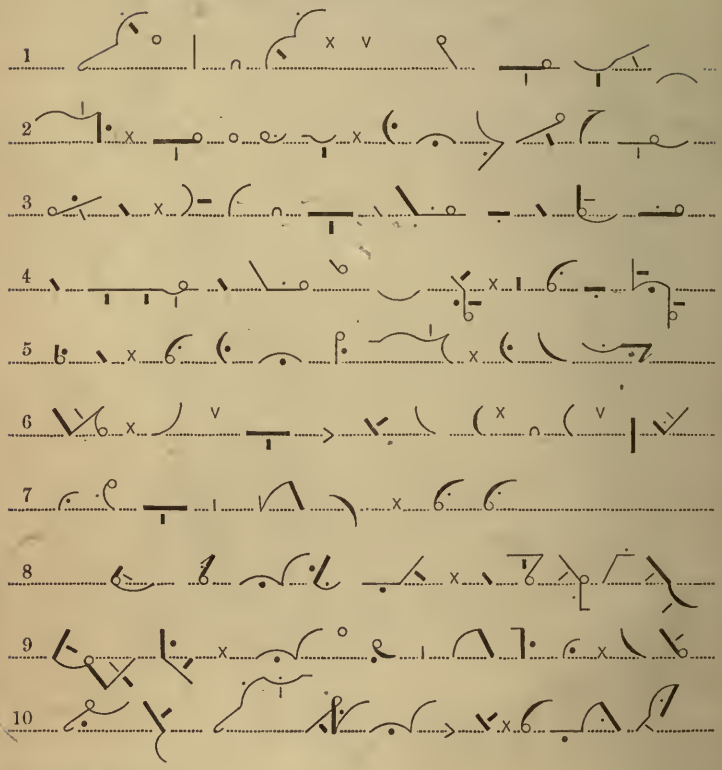
He-thinks it is safe for his son to have it. Shall I-say you-will-take

two of-them as yours? He owes Ezra, but-the debt will-be paid Monday

35. Write the following exercise in longhand; then from your longhand write it in shorthand. Write the letter several times.

EXERCISE 3.

Read, copy, and read from your notes.



Judson Hedges,
Mail Agent, Cairo.

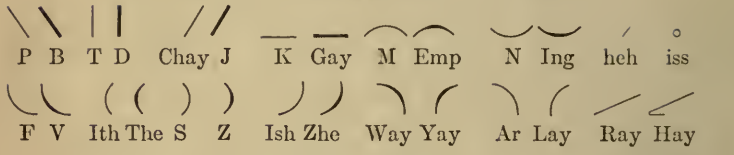
Two coaches upset-and wrecked above Jonesboro depot. Mail is saved, but will-be a-day late. Have bus hasten both Helena-and Rosedale mail to-the boat.

Yours,
Caleb Rutledge.

QUESTIONS. 1. What may represent the obscure sound of *a*, as heard in *awoke*, *arose*, *Emma*, etc.? 2. What represents the vowel sound heard in *earn*, *her*, *fir*, *word*, etc.? 3. What represents the vowel sound heard in *chair*, *fare*, *pear*, etc.? 4. What is said of the slant of the slanting curves? 5. How should Ith and The be made? 6. Give two cases when Ar should be used instead of Ray? 7. What is indicated by halving a stroke? 8. Name some of the half lengths? 9. How may ted or ded be represented? 10. When can Ray and Hay be halved? 11. When an outline begins with a horizontal followed by a down stroke, where should the horizontal be written? 12. What is the only up stroke in this lesson? 13. When iss begins an outline, should it be read before or after the vowel? 14. When iss ends an outline, should it be read before or after the vowel? Before or after t or d indicated by halving? 15. When should iss and when should S be used? 16. With what motion should iss be made? 17. Name the down strokes in this lesson in their order. 18. Name the up stroke. 19. Write the phrases: He-will, he-has, he-is, of-them, but-the, of-his.

LESSON 3.

REVIEW, WITH ADDITIONAL POINTS.



36. Write Lay, Ray and Hay *up*. Write the horizontals from left to right. Write the other strokes *down*. Write iss with a motion **contrary** to that of the hands of a clock.

37. Shorten words by omitting all **silent** and **unnecessary** letters. Represent a double letter by a single sign. For instance, write only one *s* in *chess*, only one *n* in *funny*, only one *k* in *tobacco*.

38. Write by **sound.** Begin *case*, *chorus*, *choir* and *quire* with K. Use ⌒○ or —○ for *x*, as in ⌒ı○ hoax. Use Zhe for the *s* in *vision*, the *z* in *azure*, and the *g* in *mirage*.

39. Use Hay when *h* follows an initial vowel, as in *ahead;* when there is a vowel before and a vowel after the next stroke, as in *halo;* before a half length if it makes a sharp angle, as in *hated*. In other cases, use heh, up or down as is most convenient.

When a word may be written in two ways, choose that form which is **easy to read.** If both are easy to read, use the one which is easier to write.

40. Use whichever form for **r** makes a **good joining.** If both Ar and Ray would join well, use Ar when the syllable sounds like ar; as in *air*, *ore*, *ark*, *our*, *jar*, *door*, *tore;* but

use Ray when the syllable sounds like Ray, as in *ra*ke, *ro*pe, fo*ray*, bu*reau*, dai*ry*, etc.

If the vowel goes before,
The **r** you must lower; (Use Ar) Ex. err-or.
But a vowel at the end
Makes the **r** to ascend. (Use Ray) Ex. ro-ta-ry.

41. When Ray is joined to another stroke, its **upward** direction distinguishes it from the **downward**-written Chay. **When alone,** Ray should slant much more than Chay, and therefore need not extend to the upper line.

42. A few combinations like lower, fair, and roar, join without an angle, and must be written with a continuous motion, i. e., without letting the pen stop between the strokes. As a rule, however, the sharper the angle between two strokes, the easier it is to read the strokes. Always make a sharp angle between Lay and M or Emp; also between F or V and N or Ing. Practice the following:

43. A stroke may curve more or less, or may slant more or less, as is necessary to make a sharper angle between strokes.

Ex. Nora, rate, pay day, peck, make, meadow.

44. Making a stroke half as long as usual adds *t* or *d*. The half lengths are called Pet, Bet, Fet, Vet, Thet, Shet, Let, etc. Tet may be used for *-ted*, and Det for *-ded*, as in hated, raided; but neither Ray nor Hay should be halved unless it is joined to another stroke, or unless it has a hook (to be learned later on).

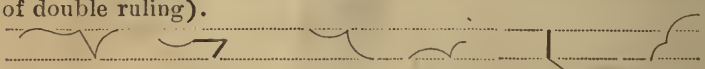
45. The cirele iss is generally used for *s*. But when *s* is the only consonant by which the vowel next to *s* can be placed, as in *ask* or *also*, then the stroke S must be used.

46. When iss begins an outline, it is read before everything else — before both stroke and vowel. Ex. soap, save.

47. When iss ends an outline, it is read after everything else — after the stroke, after the vowel, after t or d indicated by halving. Ex. days, dates, gets.

48. The shorthand outline of a word is a **picture** of the **consonant sounds** heard in the word. An outline must be written WITHOUT LIFTING THE PEN.

49. It is not necessary to move the hand at a snail's pace in order to write correctly. When writing an outline, think of the first stroke, and write it both correctly and quickly. Then hold the pen quietly on the paper until you have decided what the next stroke should be; then make the second stroke, like the first, with a quick, precise movement. But if the first stroke is a horizontal, look ahead to see if there is a **down** or an **up** stroke in the word, for if there is, the horizontal must be written **high** or low as is required to make the **first down or up** stroke **rest on the line** of writing (the lower line of double ruling).



monopoly engaged enough melt deputy lately

50. In the exercise below, omit the vowels in the **first two** groups, and write **only the outline** of each word.

WRITING EXERCISE.

Use strokes instead of **heh** or **iss** or **halving.** So, essay, Eskimo, escape, sew, also, Jessie, Bessie, lazy, tongue, among, length, zany, zenith, bathe, thump, Dakota,

pagoda, picnic, buggy, depth, tobacco, chimney, damage, lull, lunch, avenge, foliage, theology, loam, lump, funny, jump, lumbago, chunk, zinc, heavy, honey, awake, headway, shady, shapely, halo, yea, cope, gayety, month, monotony, monopoly, ambiguity. **Use Ar:** Four, shore, pour, lower, oyer, earlier, tailor, Rome, alarm, form, rump, remedy, rummage. **Use Ray:** Dairy, berry, faro, sherry, thorough, uproar, terror, inferior, interior, rythm. revenue, revive, Russia.

Use iss. Halve for **t** and **d:** Shakes, ducks, jokes, edges, effaee, stays, snows, suppose, muffs, knaves, snuff, fate, let, shut, notes, debts, votes, beds, coats, spades, skates, saved, sent, melt, delayed, left, legitimate, metal, kept, envied, methods, lately, cutlet.

Insert vowels. Slant heh: Hail, hull, hulk, helmet, hump, Hague, hoax, hemp, hoar, hurl, hurt, hemmed, humbug, hedge, hung, hitch.

Write A and O by the **first** stroke; **eh** and **uh** by the **second** stroke: Baked, beek, dame, deck, choked, tucked, dome, dumb, wrote, rubbed, rogue, rush, lake, luck, pole, pump, fame, fetched, jail, hung, death, vague, neck, waylay.

51. The tick for *the* generally slants like Chay and is called **Choid,** meaning *like Chay.* (*Oid* means like.) When, for the sake of a sharp angle, the tick slants like Ray, call it **Roid;** when it slants like P, call it **Poid.** Ex. for the, had-the.

52. The horizontal tick for *a*, *an*, or *and* is called **Koid,** and the vertical tick **Toid.** Use Koid when it makes a good joining. Ex. and-had-a. make-a.

Make **all ticks as short as possible** and yet be distinct.

53. When convenient, a dot is used for the syllable *-ing*,

and a detached slanting tick for *-ing-the.* Ex. doing, doing-the, paying, paying-the; but facing, facing-the.

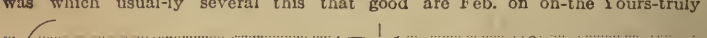
54. When convenient, the wordsign for *you* should be phrased, even though it is thrown out of its usual position.

55. *Of the* may be omitted and indicated by writing the preceding and following words **very close together.** Ex. edge (of the) door, shape (of the) face.

56. In phrasing, the pronoun *I* is generally represented by one-half of the wordsign I. Use Poid, the *downward* half, before an **up** stroke. Ex. I-will. But use Roid, the *upward* half, before a **down** stroke. Ex. I-think, I-shall, I-suppose. Observe in the case of *I-will* given above, that the *I* is written in its usual place, causing *will* to be written higher than usual. Use for I-have.

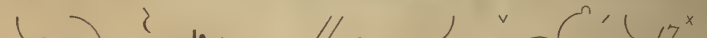
WORDSIGNS AND PHRASES.

57. The wordsign for *on* is written up when alone.

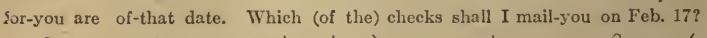


was which usual-ly several this that good are Feb. on on-the Yours-truly

I-will make this note on-the 15th (of the) month. Several (of the) notes I-have



for-you are of-that date. Which (of the) checks shall I mail-you on Feb. 17?



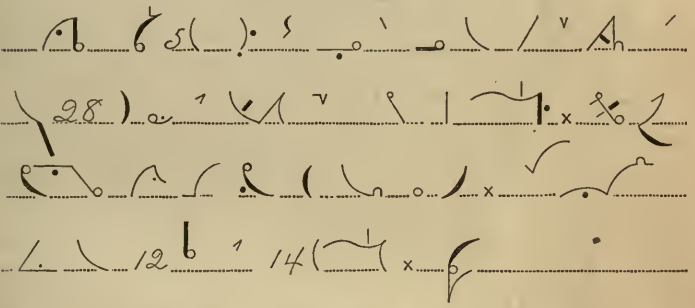
I-suppose he-wrote-you as usual. It was-a good show. You-are saving that

which-you pay for. You-will get-the goods for which you-wrote.

WRITING EXERCISES.

I-think you-will-take up this-case for-him. But does-he think-you-are so good? Oh, you-are taking-the goods to-him too? He-has usually had several debts to pay. Shall I pay-the two dollars he-is owing? Will-you be on deck?

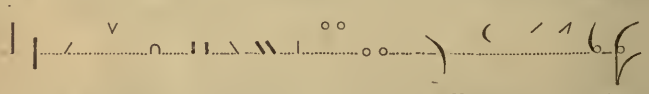
BUSINESS LETTER.



Ladies: I-have-yours (of the) 5th, saying that-the case of goods for which I wrote-you on Feb. 28 was sent on-the fourth, and-I expect it Monday. I-suppose I-shall-have several (of the) capes left, and-will save them for-you as usual. I-will mail-you-a check for $12.00 on-the 14th (of the) month. Yours-truly,

QUESTIONS. 1. Name the up strokes; the horizontals; the down strokes. 2. With what motion is iss written? 3. What letters may be omitted? 4. How is a double letter represented? 5. Why do you use Hay in *heavy* instead of heh? 6. Why do you use heh instead of Hay in *hem?* 7. In a word of two strokes, how can you tell Ray from Chay?

8. How are they distinguished when alone? 9. Do you make an angle between Lay and Ar in *lower?* Between Lay and Emp in *lump?* 10. For what purpose may the curve or slant of a stroke be increased or diminished? 11. What is the effect of halving a stroke? 12. Name some of the half-lengths. 13. When may Ray and Hay be halved? 14. If iss begins an outline, when is it read? 15. If iss ends an outline, when is it read? 16. Where do you begin to write the outline of *cup?* Of *engaged?* 17. In what directions may *the* be written? *A*, *an*, or *and?* 18. How may *of the* be indicated? 19. In what two ways may *-ing* be written? *-ing-the?* 20. Explain how *I* is phrased. 21. In what direction should *on* be written? 22. Name the words represented by the following wordsigns:



23. Give the words represented by the following wordsigns: T, B, F, Ith, The, Ish, Yay, Lay, Z, Chay, Zhe, iss-V, Get, Ar or Ray. 24. Write the wordsigns: Shall, will, of, but, have, your, think, for, them, has, be, his, as, is, was, do, which, to, but, usual, two, that, several, dollar, on, good, this, had, usually, too, he, I, you, him, own, home, away, take.

LESSON 4.

VOWELS AND POSITION.

58. Vowels written by the **beginning** of a stroke are called first-place vowels. Ex. my.

59. Vowels written by the **middle** of a stroke are called second-place vowels. Ex. oak.

60. Vowels written by the **end** of a stroke are called third-place vowels. Ex. use.

61. Second position is **on the line** of writing, the same as longhand. Ex. love, cage, among.

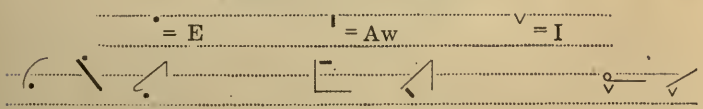
62. First-position is **higher** than second position; as buy.

63. Third-position is **lower** than second position, as use.

64. As a rule, if the vowel in a word is first-place, the outline is written in first position; if the vowel is second-place, the outline is put in second position; if the vowel is third-place, the outline is written in third position.

65. A, O, eh, and uh are the **second**-place vowels, written by the **middle** of a stroke. They were given first because the second position is the natural position, on the line of writing, the same as longhand.

FIRST-PLACE VOWELS.

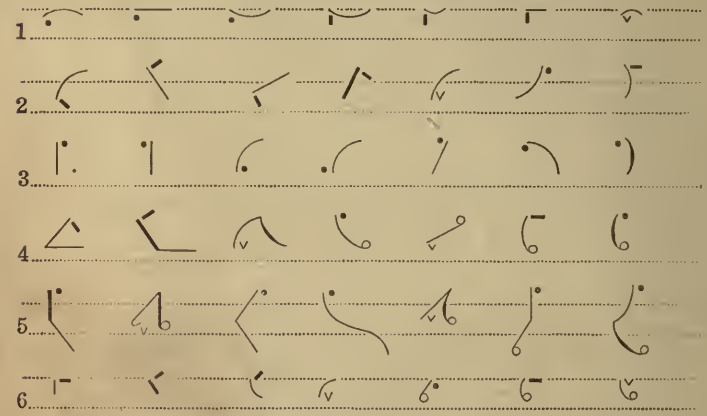


Lee, bee, heated talk, wrought sky, rye

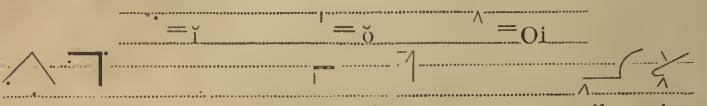
66. Since first-place vowels are written by the **beginning** of a stroke, they must be placed by the **bottom** of the **up** strokes, Lay, Ray and Hay. See *Lee*, *heated*, and *wrought* given above.

EXERCISE 4.

Read, copy, and read from your notes.



67. Examine your work carefully to see if every vowel is exactly by the **beginning** of the stroke, if every dash vowel is at right angles to the stroke, and if each outline is exactly the right distance above the line of writing — **half a stroke above** unless the outline is purely horizontal; then **a stroke above.** If you find errors in your work, copy the lines again more carefully; then read them from your notes. READ EVERYTHING YOU WRITE.

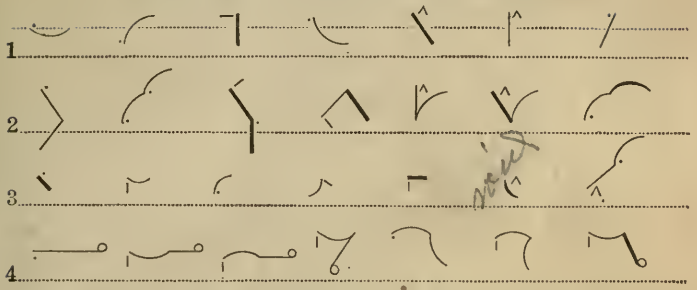


rip, giddy got, hot coil, ahoy

68. The names of these signs are their sounds, ĭ, ŏ, and Oi, as heard in *if*, *odd* and *oil*.

EXERCISE 5.

Read, copy, and read from your notes.



69. When occurring between two strokes, first-place vowels are always written by the **first** stroke. See Exercise 5, lines 2 and 4.

70. When convenient, I and Oi may be joined to the following stroke, as in idea, oily.

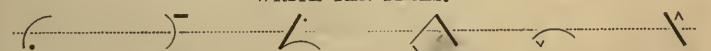
71. A word containing two or more vowels should be written in the position indicated by its **most important** or **distinguishing** vowel. This is generally the **accented** vowel.

72. Unimportant unaccented vowels, also the vowel in the name of a stroke, will often be omitted in future shorthand exercises. Thus, unaccented *i* may be omitted in estimate and *e* in delay. See line 2 in Exercise 6.

VOWELS PLACED BY K.

E Aw ĭ ŏ I Oi

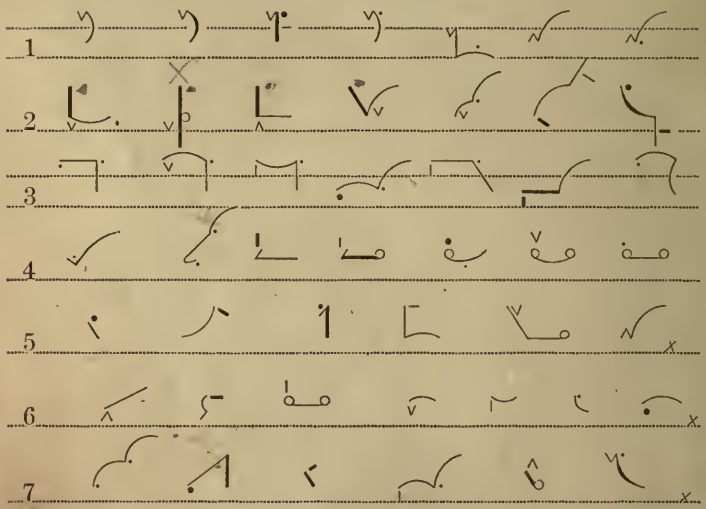
WRITE TEN TIMES.



Lee saw Jim rob my boy

EXERCISE 6.

Read, copy, and read from your notes.



73. It is always the **first down** or **up** stroke in an outline that is put in position, the other strokes accommodating themselves to this stroke.

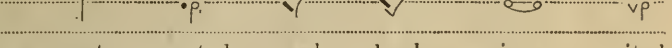
74. In a first-position outline, the **first down** or **up** stroke should be **half a stroke** above the line; but a purely **horizontal** outline should be **a stroke** above the line.

75. If double rulings are used—

Write **horizontals and half lengths under** the upper line and **touching it.**

Write **other** strokes **through** the upper line, **half above** and **half below** it.

76. In an outline beginning with heh or iss, place the vowel at the very beginning of the stroke, and on the same side of the stroke as if there were no brief sign there.



eat seat seated awl haul since cited

WRITING EXERCISE.

Use strokes for **s, h, t** and **d.** Use **Ray** for **r:**

See, shy, sigh, pshaw, saw, thee, ease, vie, coy, odd, imp, eyed, joy, thy, thigh, right, deem, daub, rob, rock, if, easy, haughty, nip, gaudy, king, gong, wrong.

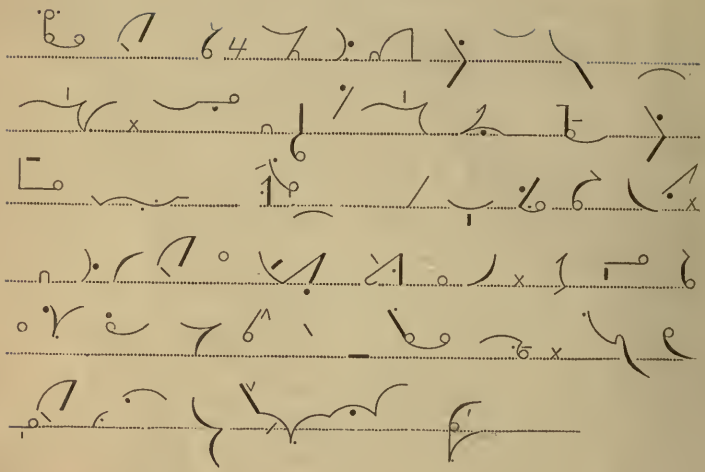
Use the brief signs **iss** and **heh. Halve** for **t** and **d:**

Sing, song, sin, since, hock, hymn, sheet, light, knot, might, feats, lot, hill, Hoyle, spit, spot, sob, sieve, sift, Scott, sky, seek, sick, locks, licks, mix, knits, nibs, moths, sniffs, siege, chips, fibs, folly, volley, lily.

77. The **first** word of a phrase is generally written **in its proper position,** and the other words follow without regard to position. Ex. I-will-have, in-case. But when *a*, *an*, or *and* begins a phrase, it takes the position of the following word. Ex. and-is, and-as, a-dollar, a-lack

78. *H* is often omitted in words of frequent occurrence. Ex. here, why, high, happy.

BUSINESS LETTER.



Citizens' Lodge:

I-have-yours (of the) 4th, in-which-you say you-will-take-a page in February Home Monthly. In-case you do-this each month, I-shall-make a-dozen page talks to-many-a head (of the) office-and (of the) home which no agents of-yours have reached.

You say your Lodge is forging ahead as usual. I-think-the cause of-this is easily seen in-your choice of good business methods.

If-you-have several cuts (of the) Lodge, let me have-them by-early-mail.

Yours-truly,

QUESTIONS: 1. Where are first-place vowels written? Second-place? Third-place? 2. When is an outline written in first position? When in second position? When in third position? 3. Where is second position? Where is first posi-

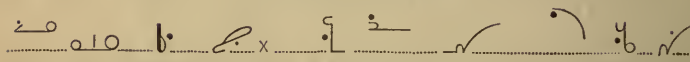
tion? Where is third position? 4. Where should a first-place vowel be written if the stroke is horizontal? If it is an up stroke? If a down stroke? 5. When a first-place vowel comes between two strokes, by which stroke is it written? 6. What vowel signs may be joined to a stroke? 7. If a word contains two or more vowels, which vowel decides the position of the word? 8. What is said of unimportant unaccented vowels? 9. Which stroke in an outline is put in position? 10. Where do you place the horizontal in *notch?* In *mile?* 11. Where should a first-position horizontal be written? 12. Where should a first-position down or up stroke be written if full length? If half length? 13. In an outline beginning with heh or iss, where is a first-place vowel written? 14. Which word in a phrase is generally written in position? 15. What words take the position of the following word? 16. What consonant is often omitted, and when?

LESSON 5.

BRIEF SIGNS.

heh	iss	sez	steh	ster	weh	wuh	yeh	yuh
h	s	ses, zes zez, etc.	st	str	w	w	y	y

WRITE TEN TIMES.



Hicks' success dazed Hester. Wait-a-week and-you-will hear Yatesyell.

79. Sez never represents double *s*. It represents a **syllable** like sez or ses, zes or zez, and sometimes, sis, sus, zaus, etc.

faces recess noises possess emphasis system suspire

80. When desired, a vowel may be placed within sez.

Ex. exhaust, season, emphasize.

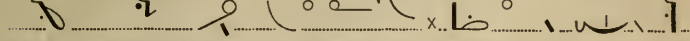
81. Like iss, any brief sign at the beginning of an outline is read **before everything else.** Ex. sit, stage, wink. When at the end of an outline, the brief sign is read **after everything else.** Ex. cases, didst.

82. Iss may be combined with any of the brief signs.

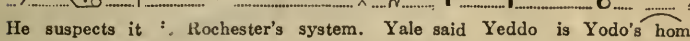
Ex. possesses, vests, roasters, sweat.

83. Words beginning with *wh* are pronounced as if spelled *hw*. Ex. wet, (hwet) whet.

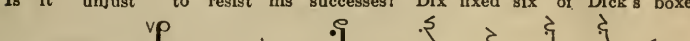
That boaster boasts he-had-the best toaster to toast. Wade raised his wages.



Webster weeded-the roses for his sick wife. Dexter is too young to wed.



He suspects it Rochester's system. Yale said Yeddo is Yodo's home.

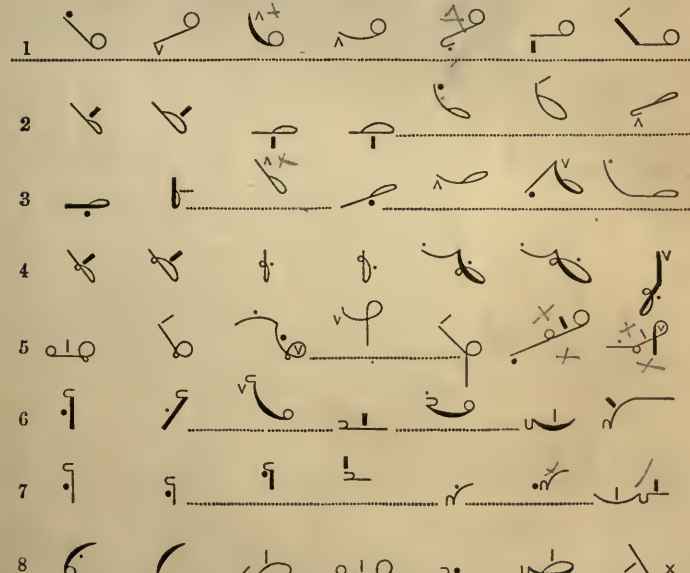


Is it unjust to resist his successes? Dix fixed six of Dick's boxes.

He swept-the sidewalk for-the Swede. Whip, whet, whit, whiff, whey

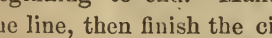
EXERCISE 7.

Read, copy, and read from notes.



84. It is very important that iss, sez, steh and ster should be made with a motion **contrary** to that of the hands of a clock.

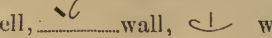
85. Make iss as small as possible and yet be distinct. Make sez round and much larger than iss.

86. Make steh as **narrow as possible**, and about *half* the length of the stroke. Make ster **two-thirds** as long as the stroke. Make steh, ster, sez and iss as unlike as possible. Practice  until you can make the circles and loops exactly right and yet keep each stroke **straight** from beginning to end. Make the stroke quickly, letting it reach the line, then finish the circle or loop with care.

87. Weh, wuh, yeh and yuh are **elongated** semicircles. Make them very small, so that they cannot be mistaken for half lengths. Use the semicircle which is easier, provided it makes a distinct angle with the following stroke.

WRITING EXERCISE.

Vases, vest, invests, investor, investors, raised, roasts, roaster, roasters, just, jests, jesters, rests, chests, heal, hump, noise, noises, noised, Nestor, fist, fists, revised, fosters, kiss, kisses, kissed, roster, huckster, hucksters, test, tester, tests, testers, dazed, mixed, rejoiced, sickness, incense, suppose, supposes, supposed, suffice, suffices, sufficed, bust, locusts, honest, rocks, fox, foxes, boxed, wrist, text, texts, debased, insist, insisted, incessant, opposes, successive, resists, emphasizes, excessive, web, wake, weighed, waded, wives, withes, wig, weeks, walks, wing, wink, wings, winks, witness, witnesses, witnessed, yelp, yawl, yelk, yon, yen, youngster, youngsters.

88. Weh is prefixed to four strokes, Lay, M, N and Ray, without an angle, thus: Ex.  well, wall, won, wore. When these strokes

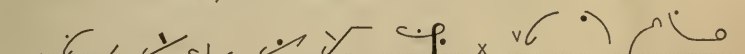
have this w-hook, they are called weL, weM, weN and weR, the *e* representing any vowel that may intervene.

89. WeL, weM, weN, and weR may also be used for whel, whem, when and wher.

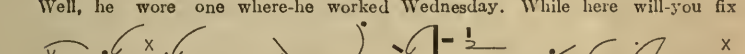
wheel while whim whine where whereas

90. Iss (made like a tiny loop) may be written within the w-hook.

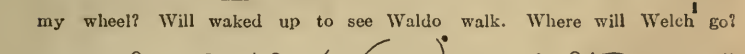
Ex. swear, swine.



Well, he wore one where-he worked Wednesday. While here will-you fix



my wheel? Will waked up to see Waldo walk. Where will Welch go?



Where is-the whale? It is worth while to see one. Does his whim vex you?

WRITING EXERCISE.

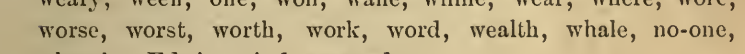
While, weal, wall, war, whim, wine, ween, win, wire, wired, weary, ween, one, won, wane, whine, wear, where, wore, worse, worst, worth, work, word, wealth, whale, no-one, whereby, Edwin, window, words.

WORDSIGNS, UNVOCALIZED OUTLINES, AND PHRASES.

we were first next received & Co.

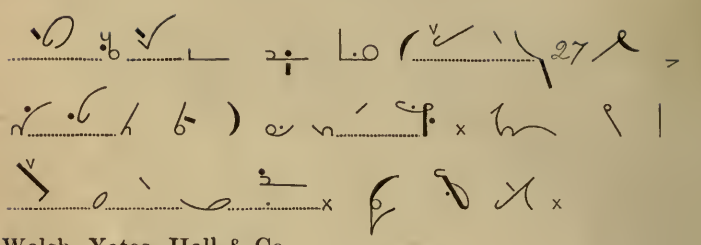
with

Write sentences and letter twenty times.



Were you with him? We know you were with him two weeks.

BUSINESS LETTER.



Walsh, Yates, Hall &-Co.,
Waco, Texas.

Your wire of Feb. 27 received, and-the Yale wheel which-you chose was sent to-you on Wednesday. I-think-you-may expect it by-the first of next week.

Yours-truly,
Webster Worth.

QUESTIONS. 1. Give the names of the circles, the loops and the semicircles. 2. Does sez represent double *s*? What does it represent? 3. If a brief sign begins an outline, when is it read? 4. If a brief sign ends an outline, when is it read? 5. What may be combined with any other brief sign? 6. In *whip* and other words beginning with *wh*, which consonant sound comes first? 7. With what motion should the circles and loops be made? 8. How should iss and sez be made? 9. What is said of the width and length of steh? 10. What should be the length of ster? 11. What is said of weh, wuh, yeh and yuh? 12. With what four strokes is weh combined without an angle? 13. Name the four w-hooked strokes. 14. Write weL, whel, weM, whem, weN, etc. 15. How is iss made when written within the w-hook?

LESSON 6.

THIRD-PLACE VOWELS.

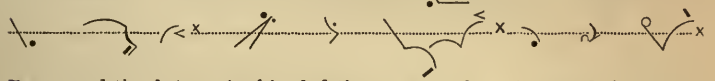
91. Third-place vowels are those by the **end** of a stroke.

92. A heavy dot by the end of a stroke represents ä, as heard in *arm* or *father*. Ex. palm, ha, arm.

93. A third-place heavy dash represents the sound of o͞o, as heard in ooze, move, rude.

94. *U∩ represents the sound of the diphthong heard in use, while < represents that heard in pews or in hues. When convenient, these may be joined. Ex. nephew, cue.

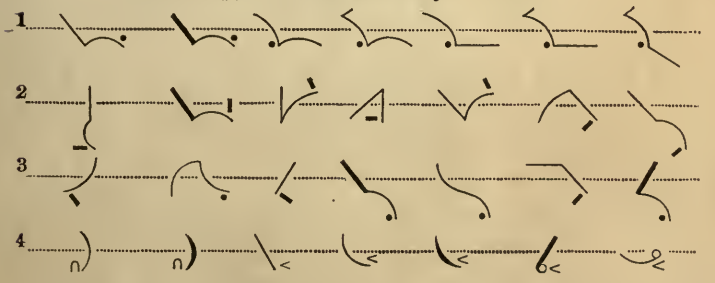
95. If the vowel in a word is third-place, the outline is written in **third position, under** or **through** the line of writing: **Horizontals under** the line, as in noose. **Other** strokes, **through** the line. Ex. hark, loot.



Pa moved-the lute. Archie fed-the poor mule. Art used-the spool.

EXERCISE 8.

Read, copy, and read from your notes.



* Mr. Graham distinguished between the sound of *u* in *use* and of *ew* in *pew* or *u* in *cube*. Many ignore one sign, some preferring U because more easily joined; others use the caret. Do not hesitate to use < where we use ∩.

449574

5

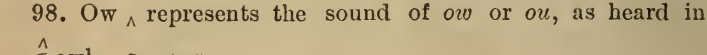
6

96. A third-place light dot represents ă, as heard in add, wax.

97. A third-place light dash represents the sound of o͝o, as heard in look, put.

98. Ow ʌ represents the sound of *ow* or *ou*, as heard in owl, our.

99. When convenient, Ow may be joined to a stroke. Ex. thou. In the wordsign *now*, Ow is joined without an angle.



Pat took-the cow. Al put up our caps. Fannie wound-the wool.

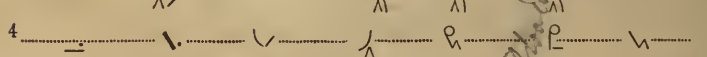
EXERCISE 9.

Read, copy, and read from your notes.

1

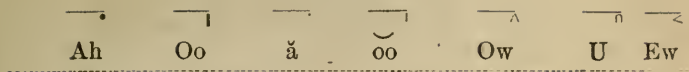
2

3

4 

5

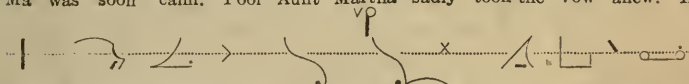
RESUME.



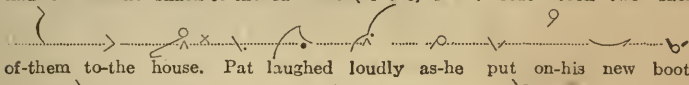
100. Memorize the third-place vowel sentence, "Archie Moody sang, Look out Hugh," so that you will never forget it. Write it in shorthand many times.

101. Read and write the following sentences as in previous lessons:

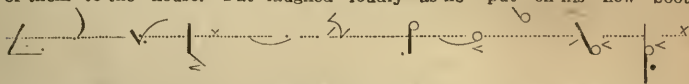
Ma was soon calm. Poor Aunt Martha sadly took-the vow anew. He



had moved-the shack to-the far side (of the) farm. Ruth took two sacks



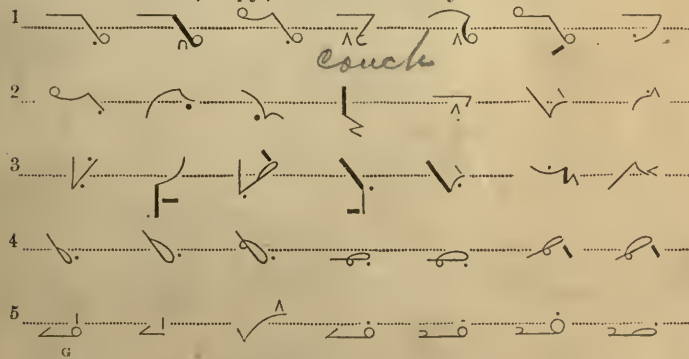
of-them to-the house. Pat laughed loudly as-he put on-his new boots.



Jack was badly duped. Anne heard-the sad news of-his abuse Tuesday.

EXERCISE 10.

Read, copy, and read from your notes.



102. Third-place vowels between two strokes are always written by the **second** stroke, **before** it, in the same order as in the longhand word.

103. **CAUTION 1.** Remember that dash vowels are always written slanting by slanting strokes (at right angles to the stroke); never slanting by other strokes.

104. **CAUTION 2.** Be careful to write third-place vowels by the **top** of Ray, Hay and Lay.

WRITING EXERCISE.

At, out, pooh, Zoo, cow, cue, art, heart, aunt, aunts, ants, woo, bow, bowed, vowed, feud, mute, back, backs, pouch, soon, paths, pull, due, south, soothe, owl, cowl, bush, rout, rang, root, rag, lack, lacks, lax, pack, tacks, tax, taxes, taxed, wax, waxes, fast, faster, vast, vaster, fasts, casts, castors, hack, hacked, put, puts, doubts, gnats, jute, hoot, wound, rouge, used, vamp, wool, wood, pastors, soot, Sue.

WORDSIGNS AND PHRASES.

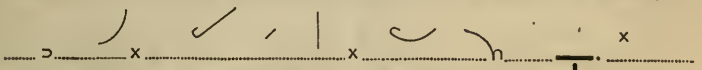
time given wish to-be may-be gentlemen should any now new

what would when should-be we-will we'll we-are we're

Speed sentences:

Now, gentlemen, your wish to-be given notice of any

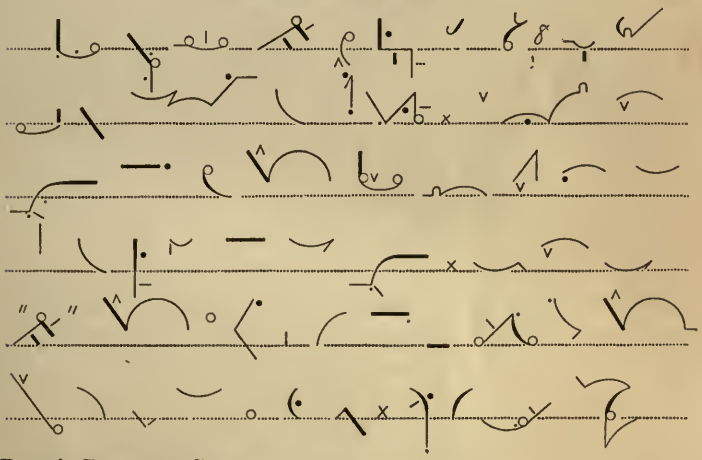
meeting may-be and should-be respected. We-will-do what you



would wish. We-are on time. When are-you going?

105. Write the following letter, reading it each time you write it, until you can write it correctly in three minutes.

BUSINESS LETTER.



Dennis Basset &-Sons,

Rosebud, S. D.

Gentlemen:

I-have-yours (of the) 8th, and-note that-you-are soon to-be in-the-market for heating apparatus. I mail-you my catalog, giving several boiler designs, and-you-may write me any time for data not given in-the catalog.

Now, my new "Rosebud" boiler is cheap, but will give

good service if-the boiler-and pipes are put in as they should-be.

Awaiting your answer, I-am-

Yours-truly,

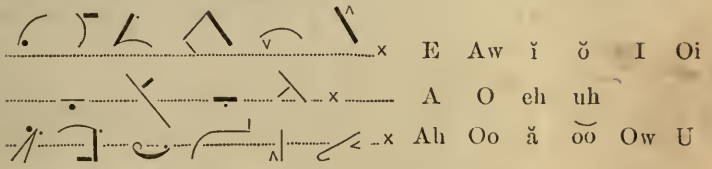
QUESTIONS: 1. By which part of a stroke is a third-place vowel written? 2. What strokes are written *under* the line when in third position? 3. What strokes are written *through* the line when in third position? 4. What is represented by a third-place heavy dot? By a third-place light dot? By a third-place heavy dash? By a third-place light dash? 5. What is represented by Ow? By U? 6. What vowel signs may be joined to a stroke? 7. Give the sentence containing the third-place vowel sounds in their order. 8. Name the third-place vowel sounds forwards and then backwards. 9. Name the vowel sounds in the following order: The third-place light dot, the third-place heavy dot, the third-place heavy dash, the third-place light dash. 10. When a third-place vowel comes between two strokes, is it written by the first or by the second stroke? Before or after it? 11. What strokes take third-place vowels at the top of the stroke? 12. How are dash vowels written by a stroke? 13. Name the first-place vowels. The second-place vowels. The third-place vowels. 14. Name the first, second, and third-place heavy dots. The first, second, and third-place light dots. 15. Name the first, second, and third-place heavy dashes. The first, second, and third-place light dashes. 16. Write the diphthongs I, Oi, Ow, U. 17. Write the wordsigns: To-be, may-be, now, any, gentlemen, should, wish, give, given, time, new.

LESSON 7.

REVIEW AND ADDITIONAL POINTS.

VOWELS.

	Long	Short	Diphthongs
First-place:	E Aw	ĭ ŏ	I Oi
Second-place:	A O	eh uh	
Third-place:	Ah Oo	ă o͝o	Ow U, Ew



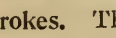
106. Repeat each sentence, then give the vowel sounds; thus, *Lee saw Jim rob my boy* — E Aw ĭ ŏ I Oi.

107. Memorize these sentences and vowel sounds so well that you can rapidly name from memory all the vowel sounds in the order given in the sentences.

108. Think of the diagram above and name the sounds represented by the heavy dots (E, A, Ah); by the light dots; the heavy dashes; the light dashes; the diphthongs. Spend two minutes each day during your entire course, reviewing the vowels with an unlettered diagram, naming them in order and skipping about.

109. When convenient, I, Oi, Ow, and U may be joined to the stroke.

110. RULE 1. When between two strokes, A, O, and **all first-place** vowels are written by the **first** stroke; **eh, uh,** and **all third-place** vowels are written by the **second** stroke.

111. This rule does not apply when a vowel comes between a stroke and a brief sign, but only when it comes between **two strokes.** Thus, in  fasten, *ă* does not come between two **strokes,** but between F and iss. It cannot be placed by iss, and therefore must be written by F.

112. Strokes have three positions, corresponding with the three vowel places:

First position — **A stroke above** the line of writing for **horizontals; half** a stroke above for **other** strokes. On double lined paper, place first-position **horizontals** and **half-lengths under** the upper line, **touching** it; **other** strokes, **through** the upper line, half above and half below it.

Second position — **On the line** of writing.

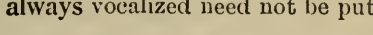
Third position — **Under** the line of writing for **horizontals; through** the line, half above and half below it, for **other** strokes.

113. It is always the **first down** or the **first up** stroke in an outline that is put in position. If there is no down or up stroke, then the horizontals are put in position.

114. The object of position is to enable the writer to indicate vowels without writing them, thus saving his time and increasing his speed; but unless he is perfectly familiar with the vowels, he cannot quickly place words in proper position. Certain conflicting words should always be vocalized; as, *same*, to distinguish it from *some*, which has the same outline and the same position. **Initial vowels generally help most in reading words,** and should be freely used.

115. The very fact that vowels are generally omitted, makes it all the more necessary that they should be made as familiar as the multiplication table, in order that when needed they may be inserted **very quickly.** Three classes of words — **conflicting words, proper names** and **unusual words** — should

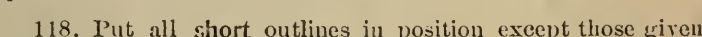
generally be vocalized. No one need expect much success as a shorthand writer who has not perfectly mastered the vowels. A word which is always vocalized need not be put in position.

116. A derivative is usually written in the position of its primitive. Ex. 

117. Except derivatives, words of many consonants are generally written without position, i. e., on the line, the same as second position. For instance, almost all outlines of three or more strokes, and many outlines consisting of a brief sign and only two strokes, can be written without position, because the consonant outline is such a plain picture of the word that it can be instantly read without the aid of vowels or position.

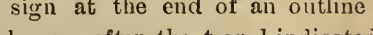
118. Put all short outlines in position except those given without position in the reading exercises.

BRIEF SIGNS.



heh	iss	sez	steh	ster	yeh, yuh	weh, wuh	weL	weM	weN	weR
h	s	zez	st	str	y	w	wl	wm	wn	wr
		etc.	zd				whl	whm	whn	whr

119. A brief sign at the beginning of an outline is read before everything else. Iss may be combined with any other brief sign. Ex. sweat, swear, he-has swooned.

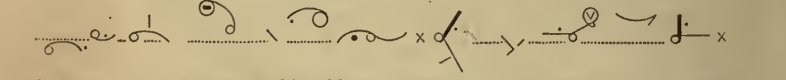
120. A brief sign at the end of an outline is read after everything else; hence, after the t or d indicated by halving. Ex.  debts, cents.

121. When joined to a curve, or when between two straight strokes forming an angle, circles are written in the easiest way, whether the motion is like or unlike that of the hands of a clock. Therefore—

122. RULE 2. Circles are written on the **inside of a curve**, but on the **outside of the angle** between two **straight** strokes.

123. RULE 3. Loops are also written on the inside of a curve, but between strokes they are generally joined to the first stroke, the same as if there were no other stroke. A loop is never formed by the crossing of two strokes as the circles are.

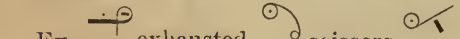
124. RULE 4. In all other cases, write iss, sez, steh, and ster, with a motion **contrary** to that of the hands of a clock.



Sam sent some saucers to Mrs. Mason. Jessup put the exercises in the desk.

125. Iss represents initial s, but **not** initial z. In *zeal* and other words beginning with z, use the stroke Z.

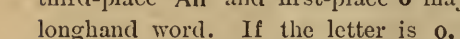
126. Sez does **not** represent double s. Sez represents a **syllable** like sez or ses, zez or zes, sis, zaus, size, etc.

Ex.  exhausted, scissors, Cicero.

127. **Steh** represents **st** or **zd**; but if the word ends in **ts** or **dz, halve** for t or d and add iss. Ex. missed, mitts.

Write: Lights, lost, lots, buds, buzzed, beast, beats, fates, faced, amazed, mates, lets, lest, beads, least, nets, nest, beds, best, dazed, dates, knots, sneezed, fist, fights, refused, refutes, debased, debates, vest, voiced, revised, rebates, zest, mast, mats, loots, loosed, routs, roused.

128. Students who have trouble in distinguishing between third-place **Ah** and first-place **o͡** may follow the **letter** in the longhand word. If the letter is **o,** use the **first-place light dash;** if the letter is **a,** use **Ah,** except in a few words where *wa* has the sound of *wo* or where *ya* has the sound of *yo*,

as in  swap, want, wan, watch, yacht.

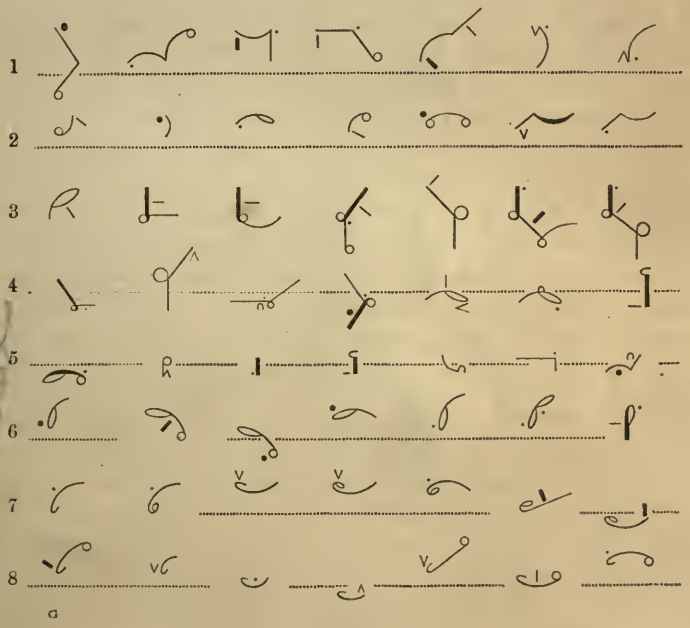
129. Make sez large and round, ster long, **steh as narrow** as you can, and the other brief signs as small as possible except that **the sides of the semicircles are elongated** to make them look like tiny arches and less like half lengths.

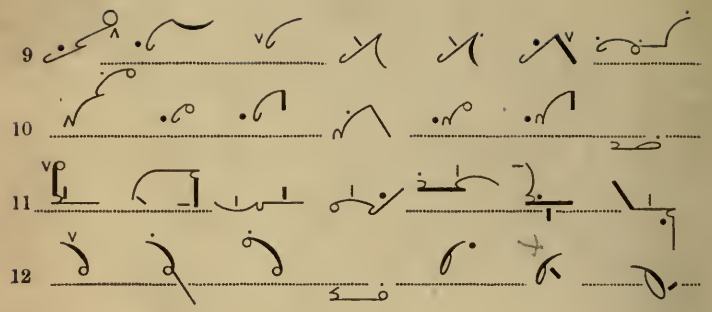
130. Make the **w hook very small** — the hook line close to the stroke and straight, horizontal in weM and weN, slanting in weL and weR. With all other strokes, the semicircle must make a distinct angle.

131. Make all ticks as short as possible and yet be distinct.

EXERCISE 11.

Read, copy, and read from your notes.



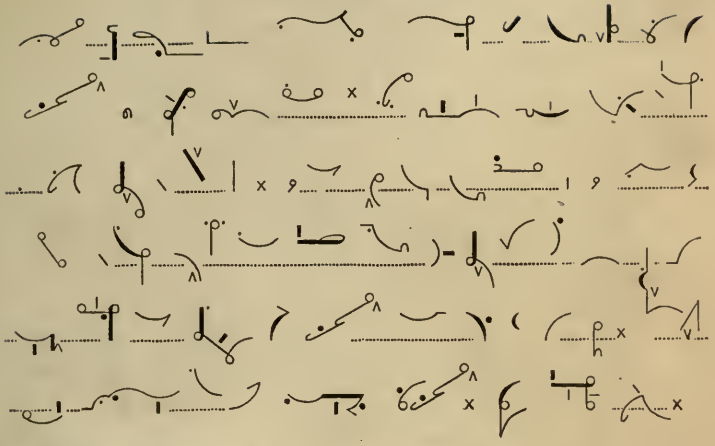


WRITING EXERCISE

Dime, dome, doom, shock, shucks, shook, chips, chaps, picks, packs, backs, box, tile, vim, wreaths, lath, hitch, huge, limp, lamp, lamb, lightly, little, sheep, king, gong, imp, moths, couch, Molly, move, thatch, luck, looks, tucks, took, pug, pulled, buck, bush, foot, fudge, five, Tom, zeal, zealous, escape, berates, invites, delayed, copied, enjoyed, acted, mirage, ours, wide, weighed, unweighed, yacht, wad, watch, watched, yelped, yield, yielded, wild, walled, wooly, while, wheels, wired, bewitch, bewitched, switched, swift, west, waists, wind, whereat, nowhere, whines, swooped, swelled, swims, wounds, styles, stores, stamps, fasts, faster, pastors, task, besieged, despot, discuss, Chesapeake, accessory.

Write without position: Alabama, Texas, Minnesota, Nevada, Mississippi, Mexico, also, always, picnic, apologizes, emphasized, chimney, theology, zoology, monopoly, monotony, notoriety, zinc, zenith, ambiguity, indemnify, damages.

BUSINESS LETTER.



Messrs. Wood, Stark &-Co.
Minneapolis, Minn.
Gentlemen:

Have-you decided to-sell your warehouse as-you suggested sometime since? Willis Yoakum, a-young fellow of honesty and wealth, desires to buy it. He-is in-the South for-a-few weeks, but he-has written that-he expects to visit our city in August, and-if-you so desire, I-will see him at-that-time and-will no-doubt succeed in-the disposal of-your warehouse in-a way that will suit-you. Write soon and-let-me-know if I-shall negotiate-the sale (of the) warehouse.

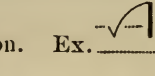
Yours-truly,
Augustus Wolf.

QUESTIONS: 1. Name the first-place vowels. The second-place. The third-place. 2. Give the sounds represented by the heavy dots. By the light dots. By the heavy dashes. By the light dashes. 3. When between two strokes, which vowels are placed by the first stroke? Which by the second stroke? 4. By which consonant is the vowel placed in *dusk?* 5. Give the three positions for a horizontal stroke; for a down or up stroke when full length; when half length. 6. Which stroke in an outline is put in position? 7. What is the object of position? 8. What words should always be vocalized? 9. What two other classes of words are usually vocalized? 10. How familiar should the vowels be, and why? 11. What is said of the position of derivative words? 12. What words are generally written without position, and why? How many strokes are there in such words? 13. When is a brief sign read? 14. Give the rules for the circles and loops. 15. How is initial z represented? 16. What is represented by sez? By steh? 17. How are final ts and dz represented? 18. What is said of the size and shape of the circles, loops, semicircles, and ticks? 19. What is said of initial vowels in Par. 114?

LESSON 8.

PHRASING, WORDSIGNS AND SPECIAL POINTS.

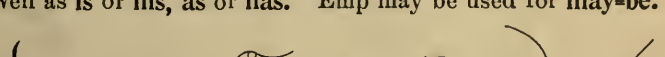
132. This lesson completes what may be considered the first half of the theory of shorthand. The greater portion of the foundation principles is found in these eight lessons. They must be kept in constant remembrance, and practiced until they become as familiar as one's a-b-c's. Nothing must be forgotten, but everything must be reviewed in one way or another each day until it is as natural and easy to write shorthand as to write longhand.

133. RULE 5. The **first** word of a phrase is written in its usual position, and the other words in a phrase follow without regard to position. Ex.  I-will-do, by-that-time.

Exception 1. **A, an,** or **and** always takes the position of the word to which it is joined. Ex. and-if, a-few.

Exception 2. A first-position word, especially if represented by a brief sign, may be somewhat raised or lowered in order to place the **second** word of a phrase **also** in its usual position. Ex. we-did, we-had. The first word is still in first position, only not at its **usual height** above the line.

134. In phrasing, **you** may be represented by yeh whenever yuh does not make a good joining. Iss may represent **us** as well as **is** or **his, as** or **has.** Emp may be used for **may-be.**



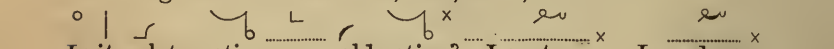
They know-you. Let-us-know. He-may-be here tomorrow.

135. In phrasing, the pronoun I is generally represented by one-half of the sign for I, Poid or Roid. The downward tick, Poid, makes the better joining with the up strokes, while the upward tick, Roid, makes the better joining with the down strokes. Ex. I-will, I-do. Before a few strokes, like S and Z, the full form of I should be used for the sake of legibility. Ex. I-was.

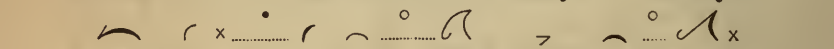
136. In order to distinguish between conflicting words, like *sent* and *send*, ld, md, nd, and rd are sometimes represented by the shaded half lengths, ◜ Eld, ◠ Med, ◡ Ned, and ◝ Ard. There is no danger of misreading these half lengths, because Yay, Emp, Ing, and Way, the strokes that resemble them, are seldom or never halved.

137. Eld is written down because it is difficult to write a shaded stroke up.

Old, *send*, *maid*, and *hard* must always be shaded in order to distinguish them from *late*, *sent*, *mate*, and *heart*.



Is it a-late notice or-an old notice? I sent-you. I send-you.



He-may-be late. The old mate is wealthy and-the maid is worthy.

138. Eld, Med, Ned, and Ard can never be used with a hook; hence, care must be taken to make weLd, weMd, weNd, and weRd always light.

139. When studying the wordsigns in this lesson, observe that the vowel sign Aw is written in three direction to represent three words beginning with the sound of *aw* — all, already, ought. The first-place light dash representing o͝ is written in three directions to denote *of*, *or*, and *on*. Since these ticks are written in first position and in the directions of B, D, J, P, T, and Ray, they may be called respectively Boid[1] (Boid-one)

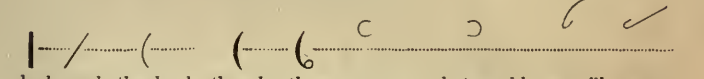
Doid[1], Joid[1], Poid[1], Toid[1], and Roid[1]. **Who** is Joid[2]; **should** is Roid[2] or Choid[2].

140. The wordsigns for *the*, *a*, *an*, and *and* given below can be used when the ticks would not make a good joining, or when safer than the ticks.

WORDSIGNS AND PHRASES.

all already ought of or on should who whom the a an and

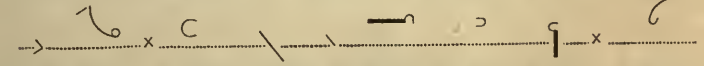
work opportunity party common come together ago her hope kingdom



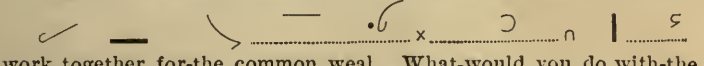
had much thank-ed though those we-were what-would we-will we-are advertise thousand thus we-would what-we -ed-ment

Speed sentences:

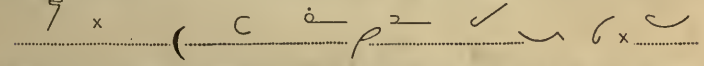
All-the boys ought-to-be already on-the-way to-the store or



to-the office. We-were happy to give-you what we-had. We-will



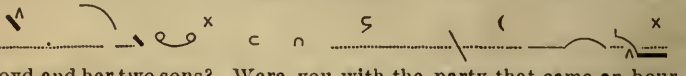
work together for-the common weal. What-would you do with-the



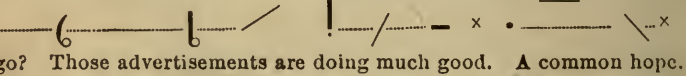
switch? Though we-were sick last week, we-are now well. When

would they come? Thus-the opportunity is-a good one. We-will thank

them for-the thousand dollars given-us. Who-should go but Mrs.

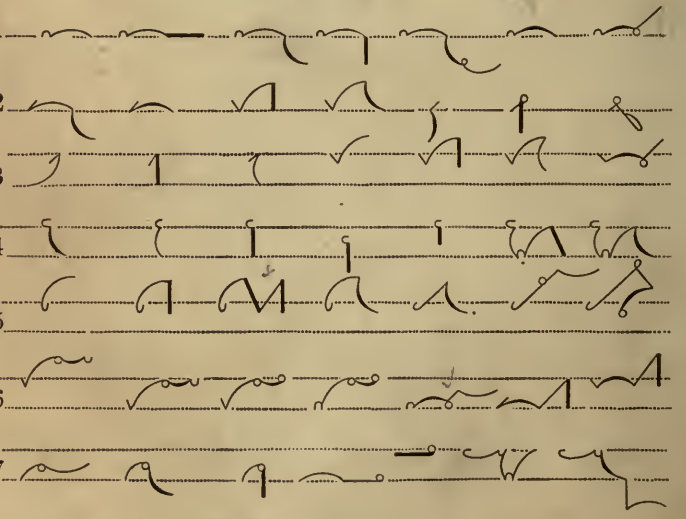


Boyd and her two sons? Were you with-the party that came an-hour-



ago? Those advertisements are doing much good. A common hope.

EXERCISE 12.

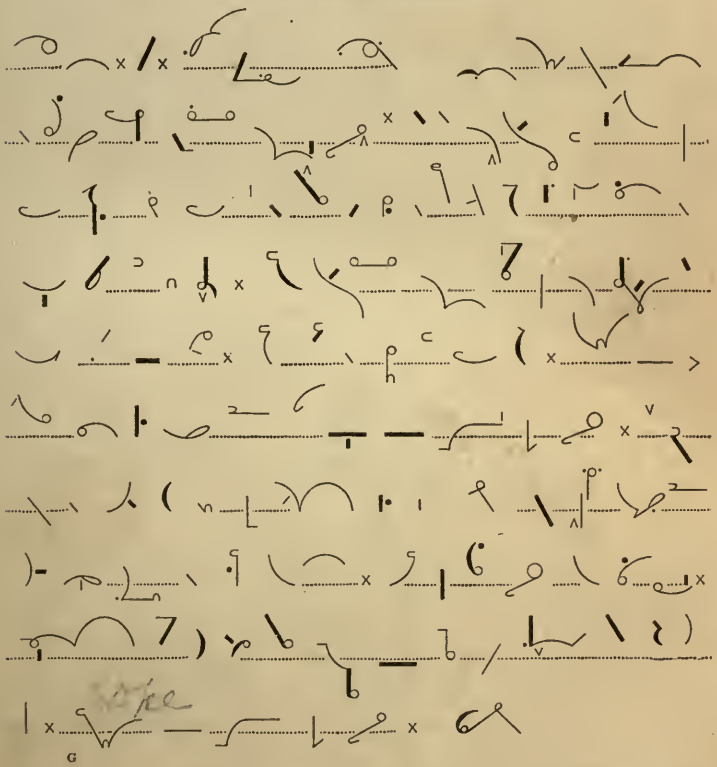


KEY TO EXERCISE 12.

1. You-may, you-may-go, you-may-have, you-may-do, you-may-have-seen, you-may-be, you-may-be-sorry. 2. He-may-have, he-may-be, he-will-do, he-will-have, he-was, he-said, he-

supposed. 3. I-~~have~~, I-do, I-think, I-will, I-will-do, I-will-think, I-may-be-sorry. 4. We-have, we-think, we-do, we-had, we-did, we-think-you-will-be, we-think-you-will-have. 5. We-will, we-will-do, we-will-be-ready, we-will-have, we-are-having, we-are-certain, we-are-respectfully-yours. 6. I-will-send-you, he-will-send-you, he-will-send-us, you-will-send-us, you-may-be-certain, he-may-be-ready, I-may-be-ready. 7. Let-us-know, let-us-have, let-us-do, make-us, give-us, when-you-think-you-will, when-you-have-time.

BUSINESS LETTERS.



Mrs. M. J. Stillwell,
Jackson, Miss.

Madam:

Are-you-the party who-came to see-us last Wednesday about-a six room house? All of our force were already off at one on-that-day, except one or two boys who stayed to sweep up, and-they did not seem to know just what you desired.

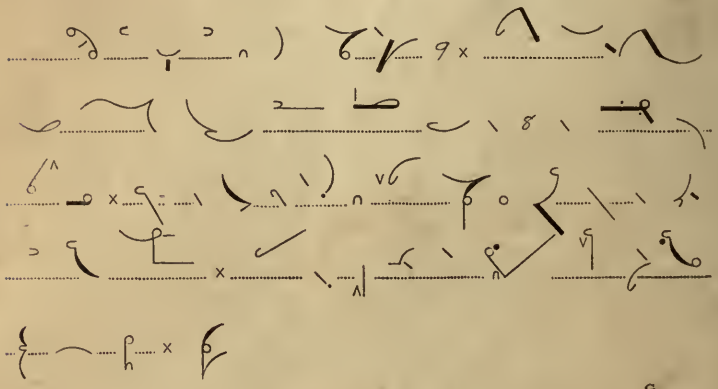
We-have four six room cottages at our disposal, all new and-on good lots. We-think we-ought to suit-you with one of-them.

If-you-will come to-the office some day next week, we-will go together and-look at-the houses. I would-be happy to show them to-you at-an earlier date, but I-expect to-be out (of the) city for-the-rest (of the) week, so must ask-you to wait for me.

We-shall advertise these houses for sale soon. A-smaller cottage was sold by-us a-few-days ago, and-it-is much admired by all-that see it.

We-hope-you-will come and-look at-the house.

Yours-respectfully,



Sirs:

We note what you say in-yours of July 9. We-will-be in Albany next month for-one week, August 1–8, to exhibit our choice goods. We-hope to have-the opportunity of seeing you while in-your-city, as we-shall-be happy to show-you what we-have in-stock.

We-are putting out a-lot of superior white wool weaves that-we-think may suit-you.

Yours-truly,

QUESTIONS: 1. Which word in a phrase is generally written in its usual position? 2. For what purpose may a first-position word be raised or lowered? 3. What words always take the position of the words to which they are joined? 4. In what two ways may *you* be represented in phrasing? 5. What may be represented by iss? By Emp? 6. When should Poid be used for *I*? When Roid? In what other way may *I* be represented and when? 7. When may Eld, Med, Ned and Ard be used? 8. When is it wrong to use them? 9. What is the direction of Eld? 10. In what two ways may *the* be represented? *A* or *an*? *And*? 11. What wordsigns are represented by the following: Boid[1], Poid[1], Doid[1], Toid[1], Joid[1], Roid[1], Roid[2], Joid[2], P[3], P[1], Ith[3], The[3], Chay[3] D[3], Gay[3], Gay[2], Thees[3]? 12. Can you also give the words represented by Boid[2], Poid[2], Doid[2], Toid[2]?

BG

LESSON 9.

Small Final Hooks on Straight Strokes.

Ten Tef or Tev

Tents Tens Tefs Tefts

141. Straight strokes have two small final hooks, the f or v hook written on the circle side, and the n hook on the opposite side. Ex. deaf, den.

142. Iss may be written within the f or v hook. Ex. puff, puffs.

143. Iss may be written in place of the n hook on straight strokes. Ex. pan, pans.

Read and copy.

Pef	Bef	Tef	Def	Chef	Jef	Kef	Gef	Hef	Ref
Pefs	Befs	Tefs	Defs	Chefs	Jefs	Kefs	Gefs	Hefs	Refs
Peft	Beft	Teft	Deft	Cheft	Jeft	Keft	Geft	Heft	Reft
Pefts	Befts	Tefts	Defts	Chefts	Jefts	Kefts	Gefts	Hefts	Refts
Pen	Ben	Ten	Den	Chen	Jen	Ken	Gen	Hen	Ren
Pens	Bens	Tens	Dens	Chens	Jens	Kens	Gens	Hens	Rens
Pent	Bent	Tent	Dent	Chent	Jent	Kent	Gent	Hent	Rent
Pents	Bents	Tents	Dents	Chents	Jents	Kents	Gents	Hents	Rents

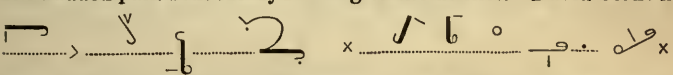
144. The *e* in the foregoing names represents any vowel that may come between the stroke and its hook. *Pen*, with a change of vowel, may represent *pan*, *pin*, *pun*, *pine*, *pawn* or *pain*.

145. Make each hook very small, and the hook line straight, pointing out rather than in; otherwise, when rapidly written the hook may be mistaken for iss. When iss is written within the hook, it is not round, but ends in a straight line, dividing the hook into two nearly equal parts.

146. Write each of the above shorthand lines three times, naming each hooked stroke as you write it. Make each stroke with a quick, precise movement; then, without lifting the pen, carefully make the hook on the proper side of the stroke.

Dave gave-the chief river in Spain. Cover-the beehives with-the stuff.

The sudden pain sent Henry running to-the dentist. David Stone has



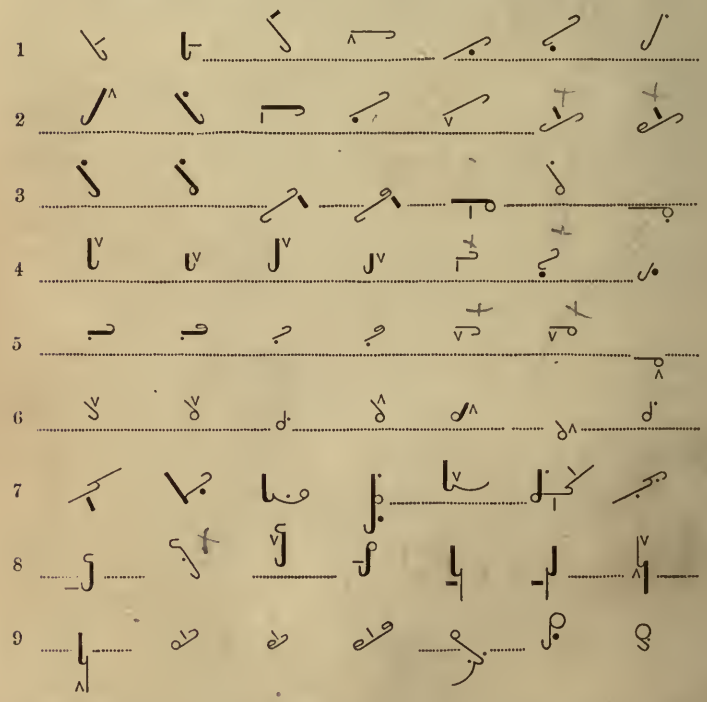
gone to-the pine woods of-Michigan. John doffs his cuffs and serves.

147. Write the foregoing sentences ten times each. Observe that in writing the word *beehives*, it is necessary to partly retrace B in order to show the hook on Hay. Omitting the vowels, except in proper names, write the sentences ten times again. Continue practicing them until you can write them correctly and easily at the rate of forty words per minute. But if you try to write rapidly without sufficient practice, you will make mistakes and will have to write slower than ever in order to correct your tendency to error. Trying to write faster than you can write perfectly will only hinder you and retard your

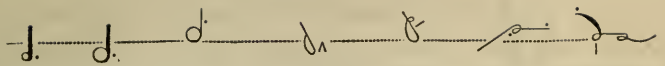
progress. NEVER ALLOW YOURSELF TO PLACE A SINGLE HOOK ON THE WRONG SIDE OF A STROKE. That is a **most serious** error in shorthand. Carelessness in placing the hooks, circles or loops will lead to no end of trouble.

EXERCISE 13.

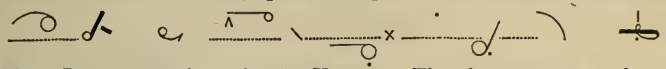
Read, transcribe, and write from transcript.



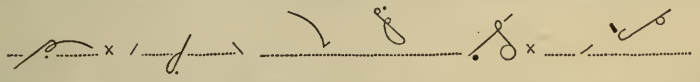
148. Except in the middle of a word, iss, sez, steh or ster may be written **in place of the n hook on straight strokes** to indicate ns, nsez, nst or nster.



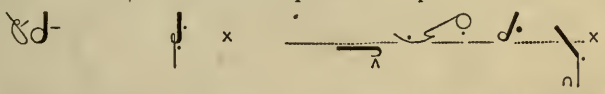
dance dances tenses, pounced punsters ransack Wisconsin



Mrs. Jones sent-the coins to Kansas. The-chances are against-his



ransom. He chanced to hear-the spinsters' responses. He warns-the



punsters (of-the) dunce's density. The gown enhances Jane's beauty.

149. Write the foregoing sentences ten times. Then practice the writing exercise. You can write it the first time and every time without once putting a hook on the wrong side of a stroke. Do so. Practice it until it is easy to place the hooks correctly. Write it seven times without error.

WRITING EXERCISES.

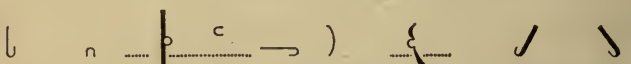
Pave, paved, pain, pained, buff, paint, paints, bun, buns, doff, doffed, done, dunned, dunces, dove, doves, pine, pines, cave, caves, caved, chafe, chafes, chain, chains, chained, chaff, run, runs, rough, den, dens, huff, tough, hove, ten, tense, tenses, Jones, achieve, achieves, achieved, Jeff, Dane, dived, roof, roofs, rain, rains, rained, gave, rove, roves, roved, ran, rinse, rinsed, rinses, reigns, reigned, skein, skeins, hen, hens, heave, heaved, spine, half, halves, pan, pans, panned, referee, ripen, ripens, ripened, staff, staves, river, Henry, spun, stone, stones, stoned, sudden, mechanic, dentists, banish, divide, defense, penance, tanned, toned, gifts, taunts, dents, daunts, coughs, pants, calves, bounds, skiff, rinds, bereft, pints, pounds, coins, sustained, suspends, swerves.

150. A dot at the beginning of a stroke, and in line with it, indicates con, conn, com, or comm. Ex. commenced. contained,

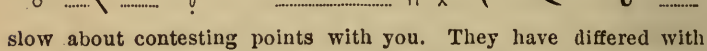
WORDSIGNS.

opinion upon happen been can general-ly differ-ed before whateve.
punish-ment (verb) -ence-ent-ly refer-red-ence

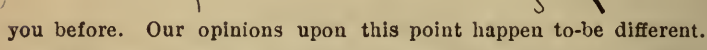
SPEED SENTENCES CONTAINING WORDSIGNS.



Whatever you decide, we can say that-we-have generally been



slow about contesting points with you. They have differed with



you before. Our opinions upon this point happen to-be different.

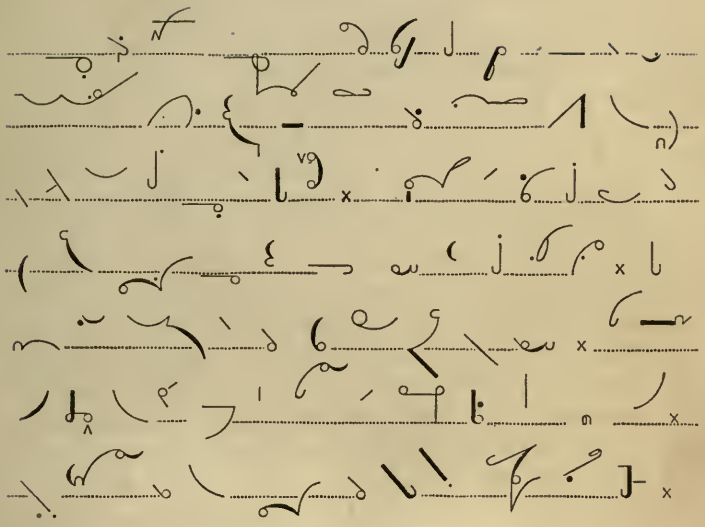
151. When *Co.* cannot be conveniently joined, it may be represented by K written across the preceding stroke. Ex. Oil Co.

152. **Of,** as well as *of-the*, may be omitted before dates, and indicated by writing the following word close to the word preceding *of*. Ex. Yours of June 16.

153. When convenient, *of* may be represented by the **f** hook. Ex. stock-of, rate-of, out-of.

154. Write the following letter ten times, omitting the vowels except in *oil*, *Reeves*, and *Dunn:*

BUSINESS LETTER.



Kansas Paint-& Oil Co.,
Kansas-City,-Mo.

Sirs:

Yours (of) June 10 has-just come to (h)and, and-in-answer will-say that-we-have-a good stock-of paints, mixed ready for use, put up in tin cans of different sizes. The smallest on sale contain one pint, though we-have sample cans that-we can send-you that contain still less. Whatever you-may need in-the-way of paints this season, we-shall-be happy to-send-you.

We-will give-you-the usual discounts for spot cash or we-will-send on sixty days' time, as-you wish.

Hoping that-you-will-send to-us for sample paints before buying, we-are-

Yours-truly,
Reeves &-Dunn.

155. Notice that in writing the derivative word *sixty*, six is written in its usual position and T is added.

QUESTIONS: 1. What small final hooks may be placed on straight strokes? 2. Which hook is written on the circle side? 3. Which hook is written on the opposite side? 4. How is iss combined with each of these hooks? 5. Write and name the ten hooked strokes, Pef, Bef, etc. 6. Write and name the same strokes with iss added. 7. Write and name Peft, Beft, etc. 8. Write and name Pefts, Befts, etc. 9. Write and name the ten strokes with the n hook. Write and name those ending in *ns*. Those ending in *nt*. Those ending in *nts*. 10. What does *e* in the names signify? 11. How should each hook be made? 12. How is iss made when written within the hook? 13. Write *beehives*, and state the peculiarity in its formation. 14. What should you never allow yourself to do? 15. What is said of this error? 16. What may be written in place of the n hook, and when? 17. What is indicated by these four? 18. What may be used to represent *Co.?* 19. Give the different ways of indicating *of*. 20. How may con or conn, com or comm be represented?

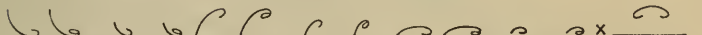
LESSON 10.

N HOOK ON CURVES.

156. Curves take the final n hook.

157. Iss may be written **within** the n hook on curves, but **never in place of it.** Ex. mine, mines. is *mice*, **not** *mines*. Sez, steh, and ster cannot be combined with the n hook on curves.

WRITE FIVE TIMES.

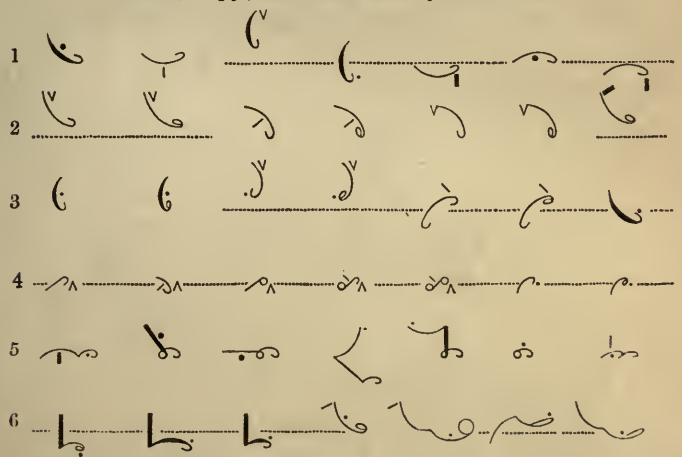


Fen Fens Fent Fents Len Lens Lent Lents Men Mens **Ment**, etc. Women

of renown. The moon shines upon-the ocean's billows. He finds excellent lines.

EXERCISE 14.

Read, copy, and read from your notes.



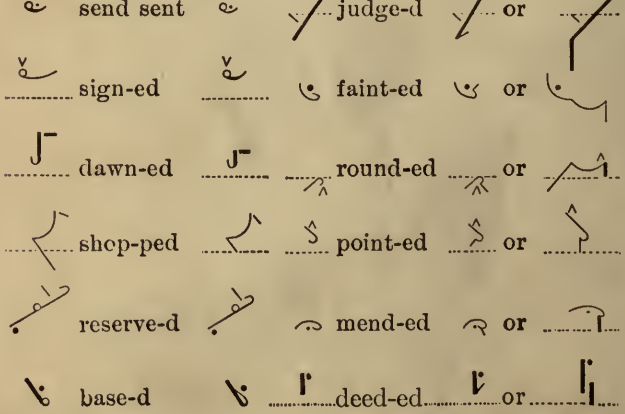
158. In the exercise below, use either the stroke or the dot for *-ing*, as is most convenient. Remember also that Eld, Med, Ned and Ard are never used with a hook. Use Let, Met, Net and Art with a hook.

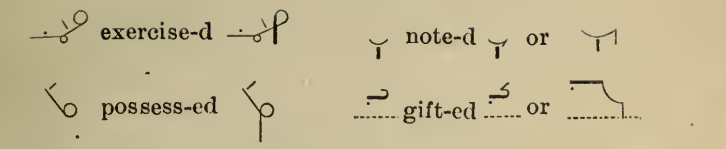
WRITING EXERCISE.

Mine, mines, mind, minds, fun, noun, nouns, vine, vines, fan, fans, fanned, fanning, fence, fences (F-N sez), lenses, lances, minces, lawn, lawns, shine, shines, line, lines, lined, lining, lint, mend, mends, mending, faint, faints, fainting, vent, find, finds, finding, found, founds, founding, thence, mint, mints, mound, mounds, nun, nuns, loan, loans, loaned, loaning, shown, nine, seven, ocean, oceans, slain, lent, fountain, lonely, finance, finances, soften, softens, softened, summon, summoned, summoning, softening, anoints.

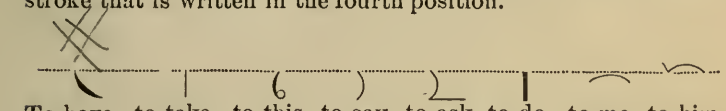
158. K or Gay is often omitted in words beginning with *ex*. Ex. expenses, except, accept, exhibit.

159. A light slanting tick struck in any direction may be used to indicate *-ed*. The following outlines indicate the different methods of writing past tenses. **Use that form which is easiest for you to write, provided it is also easy to read.** When Ted or Ded would not join well, it may be lapped by the preceding stroke, as in *deeded*.





160. *To* may be indicated by writing the word following it in the fourth position, i. e., entirely under the line. M below the line may be used for *to-me* or *to-my;* never for *to-him.* Usually it is a second-position word having a full-length down stroke that is written in the fourth position.



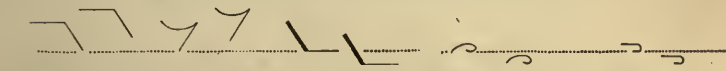
To-have to-take to-it to-this to-say to-ask to-do today to-me to-my to-him

He-wrote to me of my reference to him in which I spoke of him as unkind to my son.

WORDSIGNS.

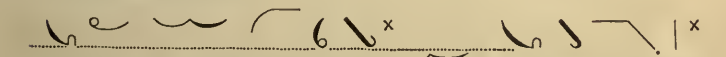
fact thing long language quite could after future advantage large how change

WORDS DISTINGUISHED BY POSITION.

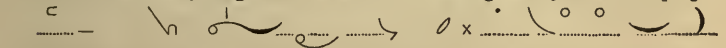


keep, copy inch, notch book, back amount, mount account, count

Speed Sentences:



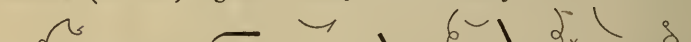
Have-you seen anything like this before? How-long have-you been keeping it?



We could pay-you something soon after-the 1st. The fact is, his language was

quite bad. The advantage is-to-be largely in-the future. Put-the thing

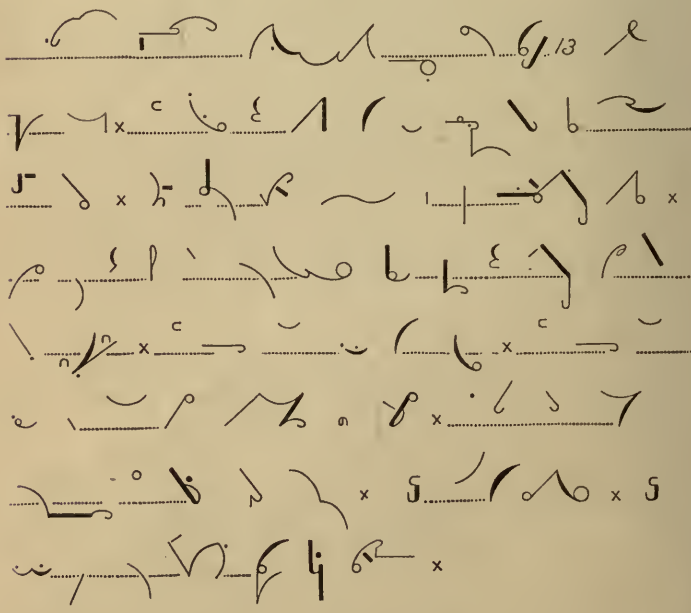
an-inch (a-notch) higher. Does your count tally with my account?



You-will-find-the catalog in-the back (not book). If expenses

mount much higher, they will amount to half of our receipts.

BUSINESS LETTER.



William Kaufmann,
Leavenworth, Kans.
Sir:

Yours of June 13 received and-duly noted. We confess that-we read your note a-second-time before its meaning dawned upon-us.

So-you desire to-loan money, but at exorbitant rates. Allow-us to-say that-the state of our finances does-not demand that-we obtain loans by paying usury.

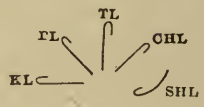
We can not commend your views. We can not consent to any such arrangement as-you suggest. The chief point in-your argument is based upon-an error. We-do-not (dictated *don't*) wish your services. We-do-not intend to change our policy.

Yours truly,
David Sloan & Co.

QUESTIONS. What small final hook may be added to curves? 2. How is iss combined with the n hook on curves? 3. Can iss, sez, steh or ster be written *in place of the n hook* on curves? 4. Should the stroke be made light or heavy in *loaned*, *mind* and *earned?* Why? 5. What is the -ed tick? 6. What is indicated by fourth position? 7. Where is fourth position? 8. Write *to-him* and *to-me*. 9. Write the wordsigns for the following words: Quite, long, could, language, large, future, thing, after, advantage, fact, how, change. 10. Of the words distinguished by position, which are written in the second position? 11. Make the marks of parenthesis in shorthand.

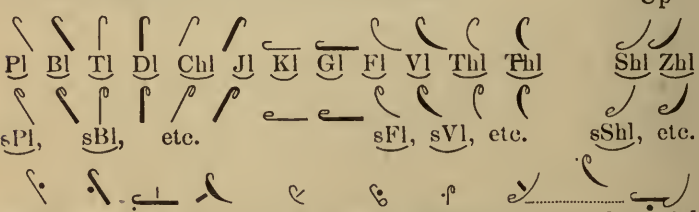
LESSON 11.

THE SMALL L HOOK.



160. Certain consonants combine so closely with the sound of *l* that the two consonants together really form but **one sound,** spoken with but **one** impulse of the vocal organs. Thus, in *play* the two consonants form the **one** sound *pl*, pronounced like the last syllable of *apple*. Give this sound. Give the combined sound of *bl* as heard in *able*, the combined sound of fl as heard in *fly* or aw*ful*.

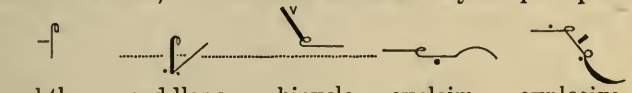
This union of *l* with the preceding consonant so as to form **one sound** with it, is indicated by a small initial l hook placed on the **circle** side of the following strokes:


Up
Pl Bl Tl Dl Chl Jl Kl Gl Fl Vl Thl Fhl Shl Zhl
sPl, sBl, etc. sFl, sVl, etc. sShl, etc.
play able ugly oval flood plates settled social civil glacial

161. Always call these **double consonants** by their names, which are the same as the last syllables of ap*ple*, a*ble*, set*tle*, sad*dle*, Mit*chel*, vi*gil*, fi*ckle*, hag*gle*, aw*ful*, *oval*, E*thel*, bu*shel*, and u*sual*. The **triple consonants** are pronounced sPl, as in gos*pel;* iss-Bl; sTl, as in hos*tile;* iss-Dl, *etc.*

162. Observe that Shl and Zhl are written **up,** to distinguish them from Shen and Zhen, which are written **down.**

163. Iss is made long and thin when written within the l hook, the same as when within the f or v hook. Take special pains to make iss long when combined with the l hook in the *middle* of words, in order that the hook may be quite plain.

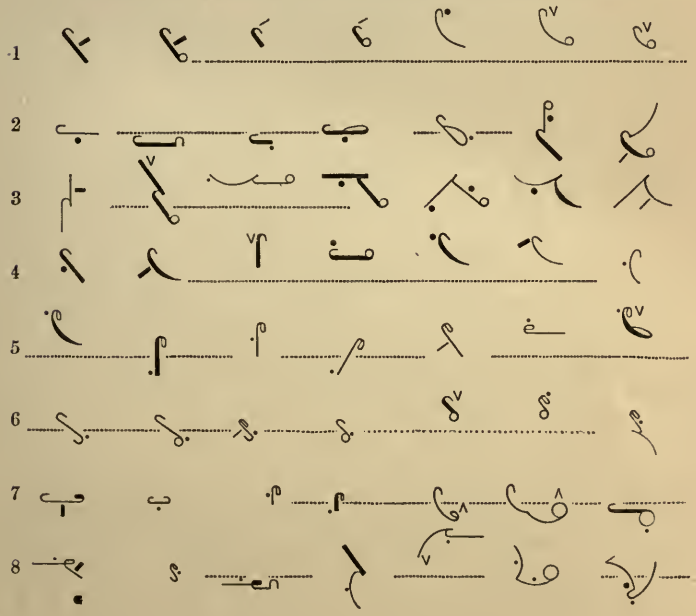


subtle saddlery bicycle exclaim explosive

164. It is often necessary to retrace the previous stroke in order to make the l hook. Ex. couple, ruffle.

EXERCISE 15.

Transcribe, write from transcript, and read notes.



WRITING EXERCISE.

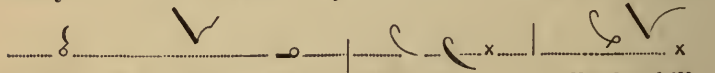
Play, played, plow, plows, plowed, plots, plats, glee, gloss, blaze, blame, blades, blazed, bluster, blazes, cloy, cloyed, clue, cleats, clams, clap, clip, pluck, gloom, fling, flung, plump, clamp, baffle, shuffle, bleeds, floods, pleads, flats, floats, evils, bevel, level, rifles, juggle, knuckles, addle, saddle, sidle, sable, civility, supple, supplement, compliments, civilize, civilizes, cycle, sickly, tackle, pebble, stubble, angle, flip, flabby, exclaim, exclusive, gospel, fiscal, social, facial, racial, glacial, plane, planed, blind, blend, blends, flint, bland, splash, spleen, displace; displease, complain, clean, cleansed, cleanses, complained, complains, complaints, gleaned, glint, glints, initial, rashly, fleshly, splints, supplants.

WORDSIGNS

certain build-t able-to balance feel full-y value cannot
necessary fill, fall
follow

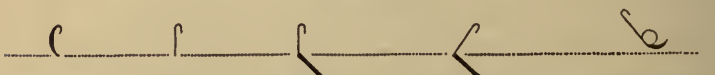
Speed Sentences:

Are-you able-to balance your books? I-feel certain



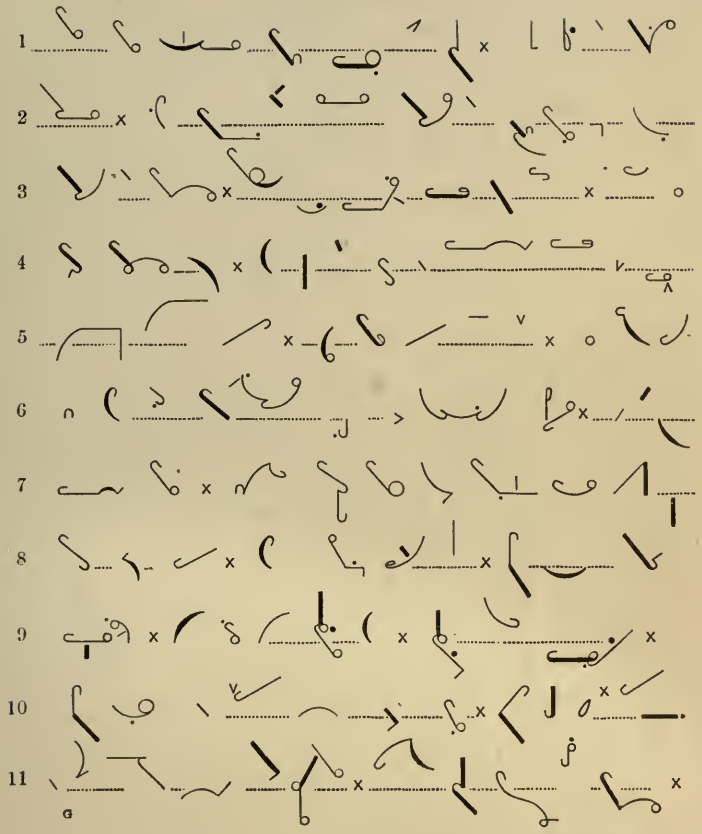
that-he-has billed-the goods at full value. It fills-the bill.

PHRASES.

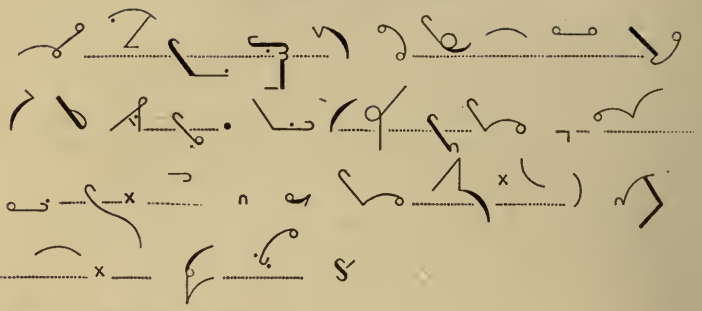


they-will it-will it-will-be which-will-be please-send
they'll it'll which'll

EXERCISE 16.



BUSINESS LETTERS.



Messrs. Mitchell-& Black,
Glenwood, Iowa.
Sirs:

Please-send me six bushels of-your best russet apples, a peck-of your choicest blue plums, and-a small sack-of flour. Cannot you send-the plums right-away? If so, you-will-oblige me.

Yours-truly,
Willis Blunt.

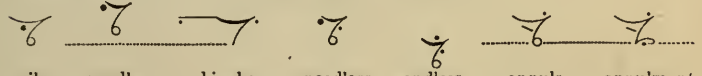
QUESTIONS. 1. What is indicated by the small l hook? 2. Write and name the l-hook series of double consonants. 3. What two are written up, and why? 4. How is *iss* written within the l hook? 5. Where is care especially needed in order that the l hook may be plain? 6. How is the l hook made in *couple?* 7. Write the following phrases: *They-will*, *it-will*, *it-will-be*, *which-will-be*, *please-send.* 8. Write and name the wordsigns for the following words: *Balance*, *able-to*, *fill*, *value*, *build*, *fully*, *feel*, *bill*, *fall*, *billed*, *certain*, *cannot*, *follow.*

LESSON 12.

ANGLE RULES AND WORDSIGN REVIEW.

165. The downward stroke ⌒ El is sometimes used instead of Lay for the sake of a sharper angle or a more convenient joining.

166. RULE 6. Use El after N and Ing.



nails needles kingly needless endless annuls annulment

167. Copy the above line several times; then write the following:

Null, wrongly, kneel, Nile, Nellie, inlay, inlet, inlaid, inland, knoll, neatly, newel, knell, unlimited, songless.

168. When Ish is impossible or inconvenient, an upward stroke, ⌒ Shay, may be used for sh, as in vanish, sheathe, flesh.

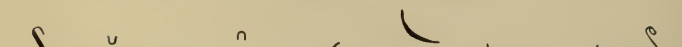
Use Shay: Finish, dish, fish, flash, flesh, dishes, tissue, dash, bishop, Finnish, sheathes, fleshly, peevish.

169. Regardless of any vowel before or after r, use **Ar before** M and Emp, but **Ray after** M, Emp and Ray.

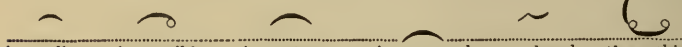
room rumpus mirror empire inferior armory

Write: Romp, rim, ram, rhyme, roam, reams, armory, mire, merit, mirrors, merge, March, empires, amperes, emperors, interior, superior, terror, carrier, barrier.

WORDSIGNS AND PHRASES.



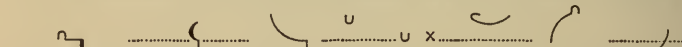
believe year-s ye yet beyond without ever however issue explain -ed-tion



immediate -ly impossible impossibility importance important improve-ed improvement on-hand these-things

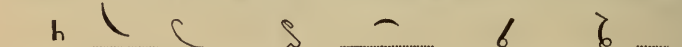
Speed sentences:

The importance (of the) improvement is quite evident. However,



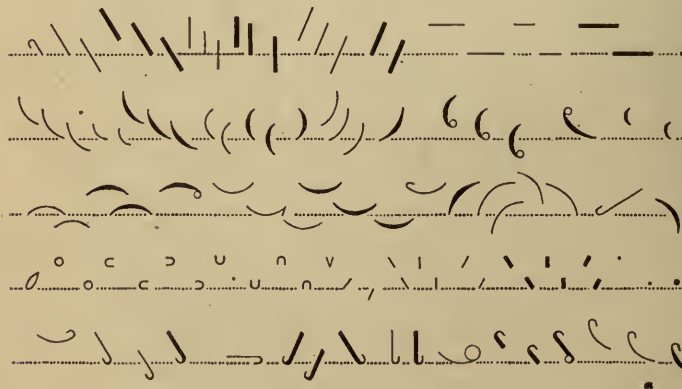
you-could-do without-it for-a year yet. When will-you issue-the

bonds? Now it-is beyond-you. Is it impossible to build immediately?



Did-you ever fully explain-the immediate advantages of-this plan?

WORDSIGN REVIEW.



KEY.

Opportunity *up* hope-party *by* be to-be time it-take *at-out* dollar do had-advertise-ed-ment *each* which-change much advantage large common-kingdom come-country quite could give-n together ago good.

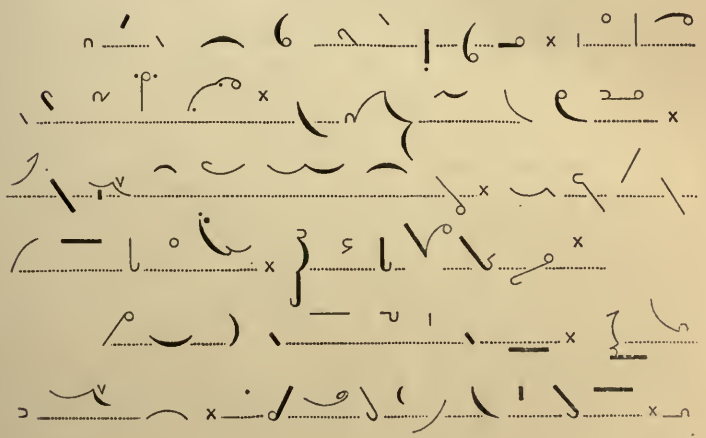
If for-fact *few-half* after future ever have however think thank-ed-thousand them-*they* though was wish shall-t issue usual-ly *these* this those-thus several that without.

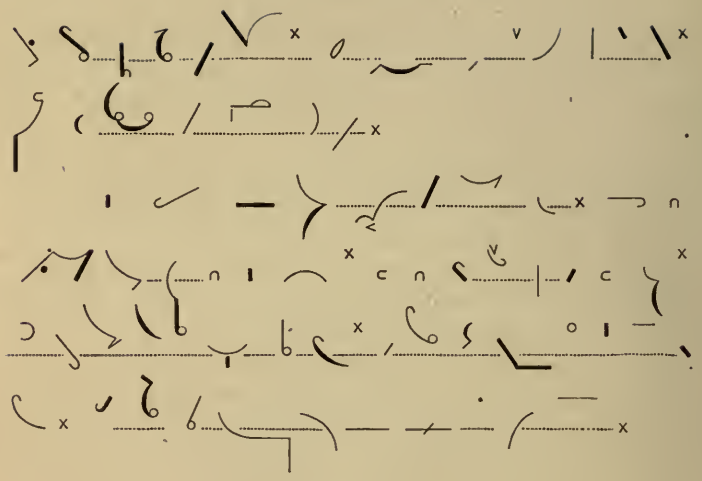
Him-am-home important-ce improve-d-ment impossible-ility any-*in* new own thing language long when your will whole-*allow* her are work away.

First is-his as-has we-with were what would ye-years, yet beyond you I-*eye*-high he how of to or but on should all too-two already-*awe O-oh-owe* ought who-m the and an *a*.

Opinion upon punish-ment-*happen* been can general-ly imagine before whatever differ-ed-ent-ly-ce necessary build-built able-to balance feel-fill-fall-follow full-y-fell value.

17





KEY.

You ought to improve this opportunity of advertising those goods. But is it impossible to build beyond-the city limits? However, you-will-have-them on-hand for several weeks. I-wish to-be notified immediately when anything important happens. Now, we-hope each party will give whatever is convenient. What-was-done with-the different bills before-the House?

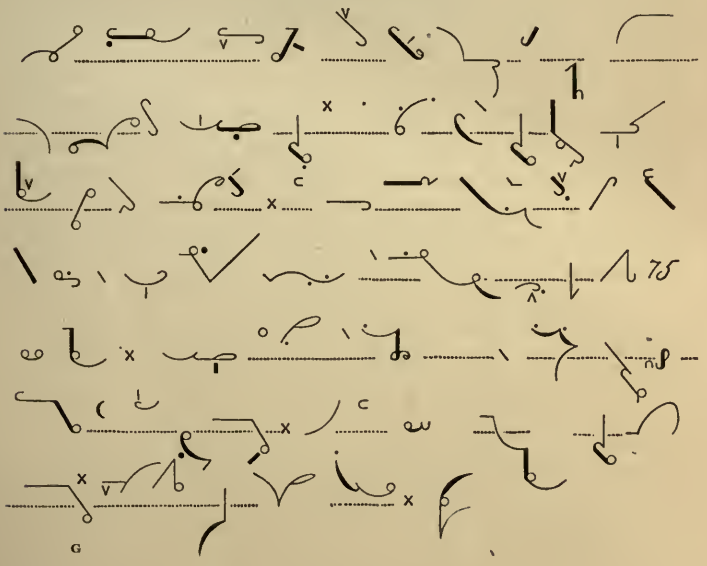
Such language was too common a-year or two ago. I-think-he-would-go if-you would invite him. The General's opinions upon that issue have already been given. Could-you pay-the balance due on-this large bill? First, how-long-and how high shall it all be? We-shall-do without these-things which cost so much.

Oh, work together for-your mutual advantage in-the future. Can you arrange for-the thousand-dollars you owe him? Were you able-to find out who were after-them?

What-would happen if-he-should ever know its value? He-feels that-the bag is already quite too full. Gentlemen, all-these changes affect our country — the whole kingdom.

170. Except in phrasing, a wordsign should never be written out of position. Practice each sentence until it is easy to write it correctly; then practice it until you can write it both correctly and rapidly. There are ten words in each sentence, sixty words in each group. Practice each group until you can write it correctly in a minute. Perhaps you can write some of the sentences correctly ten times in a minute, i. e., at the rate of 100 words per minute. It will pay you to spend two or three days on this lesson, for wordsigns are of little value unless written without conscious effort.

BUSINESS LETTER.



Messrs. Gleason, Kline &-Jones,
Pine Bluffs, Ark.
Gentlemen:

How-do-you like our samples (of the) plain unglazed tablets? The selling value of tablets depends-upon-the cover design as-much-as upon-the excellence (of the) bond.

We can give-you-the benefit of-a binding which-will, we-believe, be second to none, and superior to-many of expensive mounting, at-the rate-of 75c. a-dozen.

Enclosed is list of inducements to individual pupils-and student clubs that want to-save-the coupons.

Shall we send-you a-few-dozen tablets, and-also coupons?

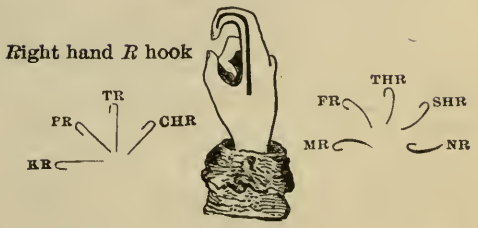
Kindly write-us at-your earliest convenience.

Yours truly,

QUESTION: 1. What is the name of the downward stroke for l? 2. After what strokes should El be used, and why? 3. What is the name of the upward stroke for sh? 4. When is it used instead of Ish? 5. Should Ar or Ray be used before M and Emp? 6. What is used for r after M and Emp? 7. After what other stroke should Ray be used, regardless of the vowel? 8. Observe the italicized words in the wordsign key, and note whether they are written regularly, or whether they are, like true wordsigns, exceptions in point of position or omission of consonant or vowel sounds. 9. Make the shorthand dash.

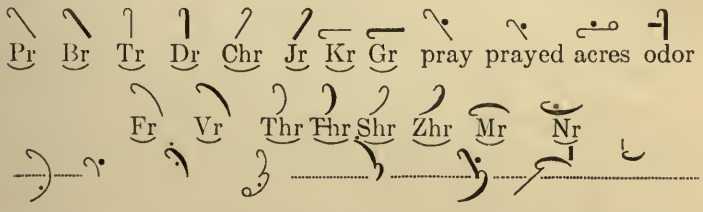
LESSON 13.

THE SMALL R HOOK.



171. The **r hook,** like the **l hook,** indicates that the two sounds represented by the stroke and its hook together form **one** sound, not two sounds. Thus in *pray*, the two consonants blend into the one sound, *pr*, pronounced like the last syllable of up*per*.

172. The double consonants of the r-hook series are as follows:

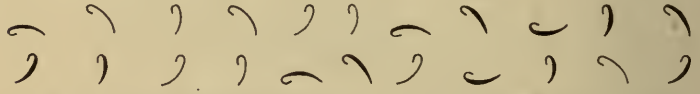

Pr Br Tr Dr Chr Jr Kr Gr pray prayed acres odor
Fr Vr Thr Thr Shr Zhr Mr Nr
fresh freight every threshers withered brazier rumor honored

173. Fr, Vr, Thr, and Thr are formed by turning Fl, Vl, Thl, and Thl over, so that the hook is on the other side, as in

diagram above. There is no danger of mistaking Fr, Vr, etc., for Ar, Way, S, and Z, because the latter never take an initial hook.

174. Observe that Mr and Nr are shaded to distinguish them from weM and weN.

175. The names of the double consonants of the r-hook series are the last syllables of up*per*, so*ber* ut*ter*, ad*der*, pit*cher*, lod*ger*, a*cre*, an*ger*, of*fer*, o*ver*, au*thor*, ei*ther*, u*sher*, plea*sure*, ru*mor*, and ban*ner*. Read and write the following lines ten times each:

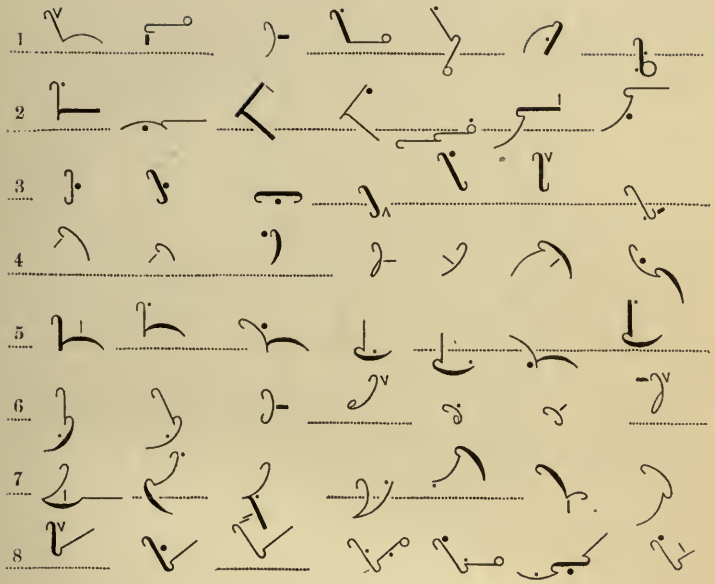


176. Observe that Ray can be used before Mr, though not before M. See outline for *rumor*, on preceding page.

177. An obscure or unimportant sound is frequently omitted by careless speakers, and can often be safely omitted in shorthand writing. Thus, *w* may be omitted in *equal*, *downward*, etc.; *y* in *behavior*, etc.; *h* in *behind*, *hand* *at hand* (at'and), etc. As *w* and *y* are semivowels, and *h* a mere aspirate, these are the consonants most frequently omitted.

178. Unimportant vowels are also sometimes omitted, and Pl, Fl, Pr, Fr, etc., used as if there were no vowel sound between the consonants. Ex. forgave, furniture, etc. Care must be taken, however, never to omit anything that is necessary for the legibility of a word.

18.



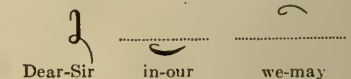
WRITING EXERCISE.

Free, dry, prow, Troy, gray, gross, fry, fret, freed, brace, trust, frail, dressed, crawl, liver, lever, fever, butcher, badger, covert, movers, through, throng, thread, thrust, three, shriek, shrink, shrug, glazier, treasure, frost, thrush, fringe, thrash, thrown, enthroned, brazier, dimmer, banner, Palmer, calmer, graves, tinner, lamer, travel, shivers, shaver, flung, bathers, coffers, thrums, green, Vermont, furnished, reverse, revert, draft, craft, graft, drained, frowned, friends, Oliver, enshrined, ferment.

WORDSIGNS AND PHRASES.

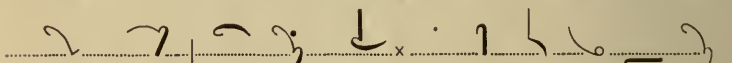
share Dr. dear during larger Mr. more from their other sure-ly extensive
remark-ed there

Speed sentences:



Dear-Sir in-our we-may

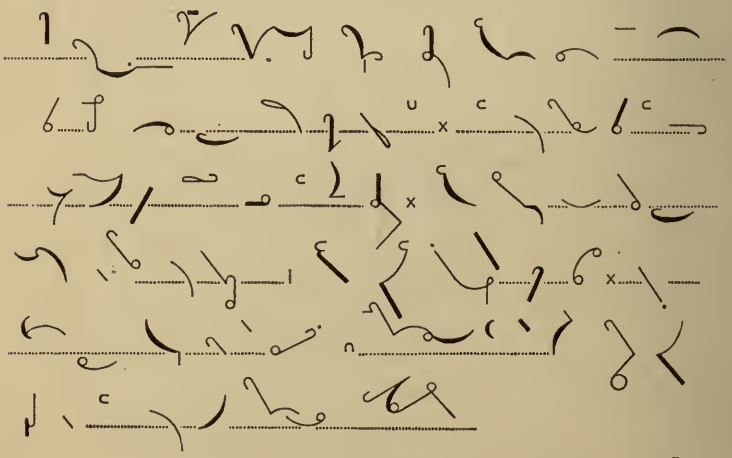
The authors, doctors, and-every other guest received their share of honor



from-the Major at Mr. Frazier's dinner. The dear tired face grew fresher

during her stay there. He-has more-and larger fruit than-his neighbors.

BUSINESS LETTER.



Dr. Frank Thrall,
Burlington, Vt.
Dear-Sir:

We-have-made some quite important changes and extensive improvements in-our store during-the past year. With our present advantages, we can handle an-unusually large stock-of goods with ease-and dispatch. We-have spared no pains in-our endeavor to please our patrons, but we-believe we-shall-be compensated by larger sales. Hoping that-we-may soon have-an opportunity of serving you, and-promising that all of-your purchases shall-be attended to with our usual promptness, we-are-

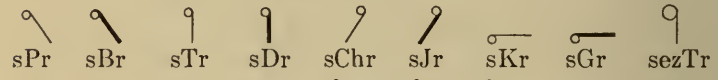
Yours-respectfully,

QUESTIONS: 1. What is indicated by the small r hook? 2. Is this r hook on the *circle side* of a straight stroke or on the opposite side? 3. Write and name the straight double consonants of the r-hook series. 4. Write and name the curved double consonants of the r-hook series. 5. If Pl, Fl, Shl, were made of wire, how would they be turned to form Pr, Fr, Shr, etc.? 6. Why are Mr and Nr shaded? 7. Should Ar or Ray be used in *rumor?* 8. What is said of obscure or unimportant consonants? 9. What consonants are most frequently omitted in shorthand writing? 10. What vowels may be disregarded in shorthand, and when? 11. Write the phrases: Dear-Sir, in-our, we-may, 12. Write the wordsigns: Dr., their, sure, other, dear, there, during, share, more, larger, from. remark-ed, Mr., surely, extensive.

LESSON 14.

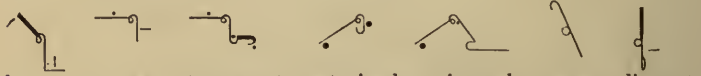
SMALL HOOKS REVIEWED AND CONCLUDED.

179. The circle may be written in place of the r hook on *straight* strokes. Ex. ⟍ Pr, ⟍ sPr, pronounced issPr, or simply sPer as in pro*sper*. Write and read the following lines until they are thoroughly familiar:

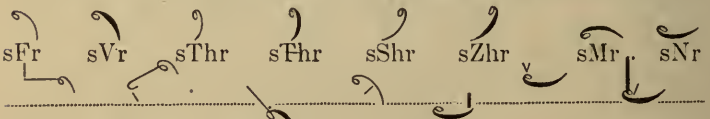


The-Secretary's screens were made of cypress. Sister served supper.

180. In the **middle** of a word, iss is generally written **within** the r hook.

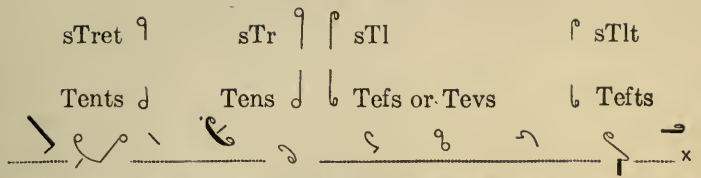


181. Iss must **always** be written **within all hooks on curves.**



Oxford Hosford passover suffer sooner signer dishonor

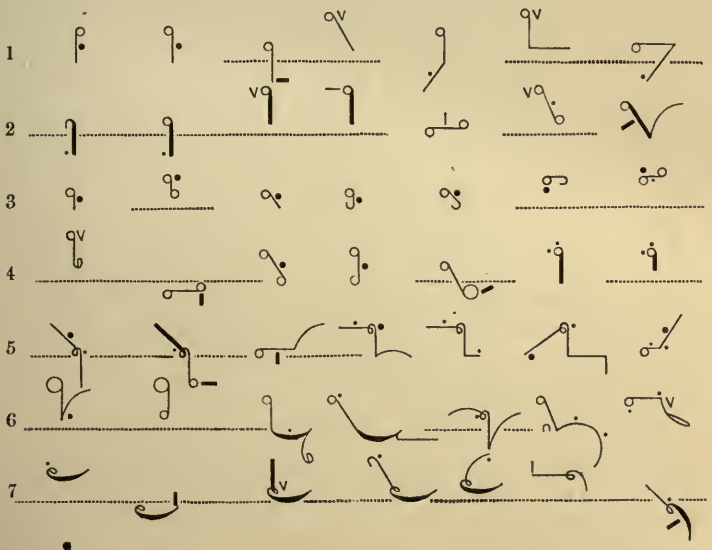
RESUME.



By-the sufferance of civilians, friends filled-the streets and-offered splendid gifts.

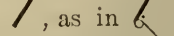
182. Iss may be written **in place of the r and the n hooks** on **straight** strokes; but generally in the middle of a word and always in **all other cases,** iss must be written **within** the hook. Never write iss in place of a hook on a curve, and never in place of an l or an f or v hook, for that would change the hook to simple iss.

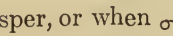
19.

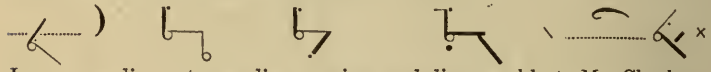


183. When sTr follows the n hook, great pains must be taken to lengthen the circle so that both the n and the r hooks may be distinct.

monstrous minstrel remonstrances demonstrate,

184. When or follows or , as in 

Jasper, or when or follows a down straight stroke, as in  disagree, add the circle to the first stroke as if it were alone, and then write the second stroke.



Jasper was discourteous, discouraging, and-disagreeable to Mr. Chesbro.

185. *Summer* may be written issM-Ray instead of issMr; *cipher* and *suffer* may be written issF-Ar by those who find issFr difficult. The highest authorities disagree as to the best way of writing these words. Choose, therefore, the outline that is easy for you, and *always* use it.

WRITING EXERCISE.

Straw, stress, strews, strikes, straps, strive, strives, screech, scrawl, sadder, cedar, cider, seeker, setter, suckers, straight, streets, struts, sprites, strained, strand, restrained, restraints, restricted, distracted, obstructed, reciprocated, masterly, mistress, destroys, distresses, outsiders, considered, seekers, sacrifices, Casper, Oxford, suffer, suffered, saffron, Hosmer, signer, sooner, designers, fastener, sisterly, cisterns, fronts, friends, descry, discreet, disagreeable, Jasper, mon-

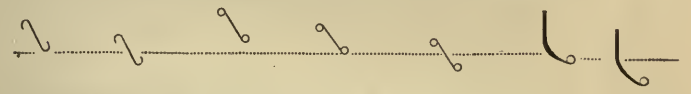
strous, remonstrance, poisoner, passover, civilians, secretaries, secretes, discourage, spread, sprouts, splasher, flints, stretchers, soberly, sprained, superfine, superficial.

186. In phrasing, *than* and *own* may be represented by the n hook, and *have* as well as *of* by the f or v hook. Ex. better-than, their-own. which-have.

WORDSIGNS.

we-would manner nature under pleasure little what-we
we-were hundred what-would
with-what what-were

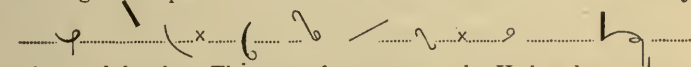
OUTLINES DISTINGUISHED BY POSITION.



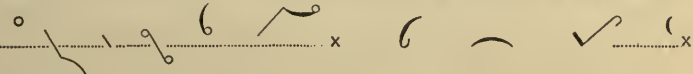
prove approve express surprise suppress devise advise
proof device advice

187. In the sentences below and in future lessons, hyphens will be omitted in some of the phrases.

Nature gives-us pleasure in divers manners and a hundred little ways

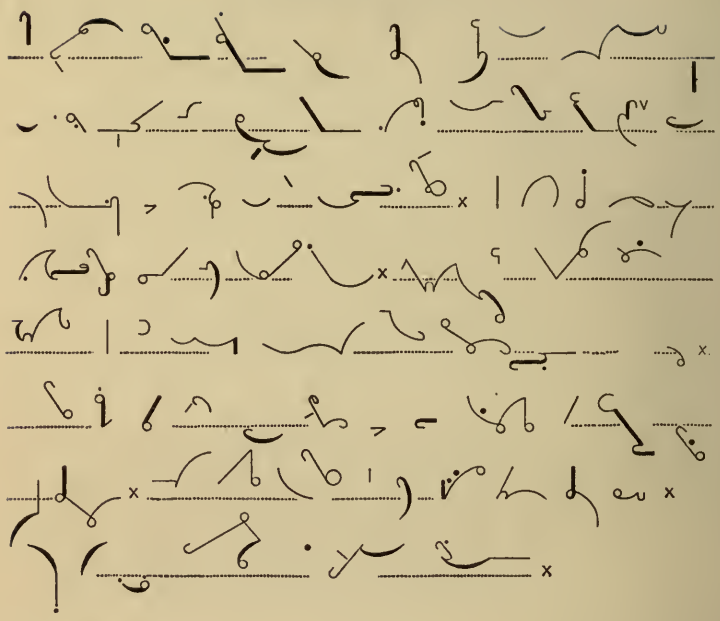


understood by few. Those proofs are approved. He has demonstrated



his power to suppress these wrongs. Your-own may-be better-than that.

BUSINESS LETTER.



Dr. Hosmer Sprague,
Pittsburg, Pa.

Dear-Sir:

We-take-pleasure in mailing-you to-day, under separate cover, a little souvenir book, illustrating in-a brief-and we-believe-a delightful manner, our factory and the methods and nature of engraving processes. It also contains most natural lithographs of the President, Secretary, and-other officers of the Company.

I hope you will favor us with a perusal of-same, and that you will find it what-we intended, namely, a fine specimen of the graphic arts.

Please consider the advantages offered in our supplement and the great facilities which we would be glad to place at your disposal.

Kindly write us for prices or other details which you may desire sent you.

Awaiting your commands, we are

Respectfully yours,

The Werner Printing Co.

QUESTIONS.

1. How is the circle combined with the r hook in *stray?* 2. How is the circle combined with the r hook in *restrict?* 3. How is iss combined with the r hook in *sooner?* 4. Write sTl, Tefs, sTlt, Tefts, sTr, Stret, Tens, Tents. 5. What hooks may be changed to circles? 6. What hooks cannot be changed to circles, and why? 7. How are such words as *disagree* written? 8. What caution is given in regard to making the sTr after the n hook? 9. Write: Remonstrance, demonstrate, discouraging, summer, cipher, administrate, suffer, monstrous. Tell what is peculiar about each one. 10. What may be represented by the n hook in phrasing? 11. What may be represented by the f or v hook in phrasing? 12. Write: Their-own, your-own, our-own, her-own, better-than, more-than, sooner-than, which-have, who-have.

LESSON 15.

DOUBLE-LENGTH CURVES.

188. Making Emp twice as long as usual changes it to **Emper** or **Ember.** Ex. temper, amber.

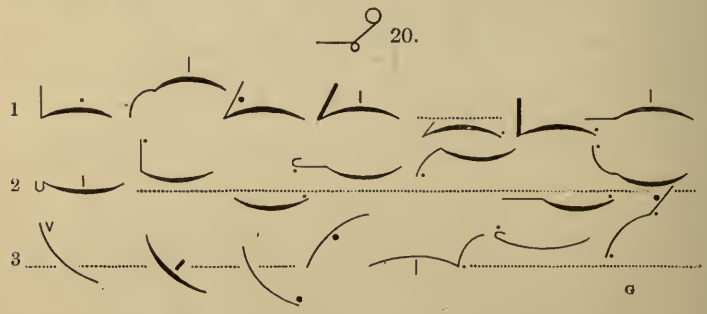
189. Doubling Ing changes it to **Inger** or **Inker.** Ex. long, longer, thinker.

190. Doubling any other **stroke** adds thr, dr, or tr (ter or ture). Ex. neither, surrender, motor, materials, skater.

191. The first half of a lengthened stroke is put in the position it would occupy were it a single length. Ex. fee, **feeder,** feather, latter.

192. A final hook, circle or loop is read **after** the added syllable. Ex. modern, winters.

193. It is better to make a double length too long than too short. If it is too short, it may be mistaken for a single length.



4

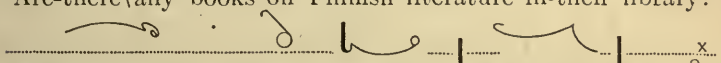
5

WRITING EXERCISE.

Letter, latter, leader, enter, mother, madder, motherly, neither, neuter, nitre, mitre, motors, feathers, fathers, features, fitters, fighters, finger, anger, longer, linger, languor, hunger, tinker, canker, anchor, rancor, thither, thinker, damper, tamper, hamper, lumber, limber, timber, temper, temporal, temporary, render, surrender, tender, voter, order, orderly, disorder, smother, modern, lantern, Easter, eastern, oysters, literary, temperance, Walter, wilder, wilderness, diameter, thither, softer, sifters, shutters, smoother, ardor, harder, cylinder, motors, entrance, hindrance.

194. In phrasing, lengthening may be employed to add *their*, *there* or *they-are*, and sometimes *other* or *dear*. Write the following sentences ten or twenty times:

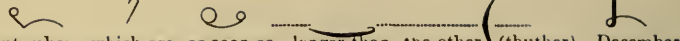
Are-there any books on Finnish literature in-their library?



My-dear-friends, the Prince's defenders had wonderful adventures.

WORDSIGNS AND PHRASES.

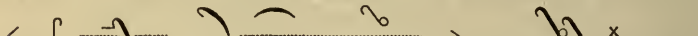
entire matter over very member remember-ed number board particular-ly appeared part until at-all tell till told



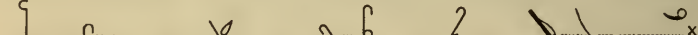
September which-are as-soon-as longer-than the-other (thuther) December

Speed Sentences:

He-tells me that-he remembers going over the entire matter with them.

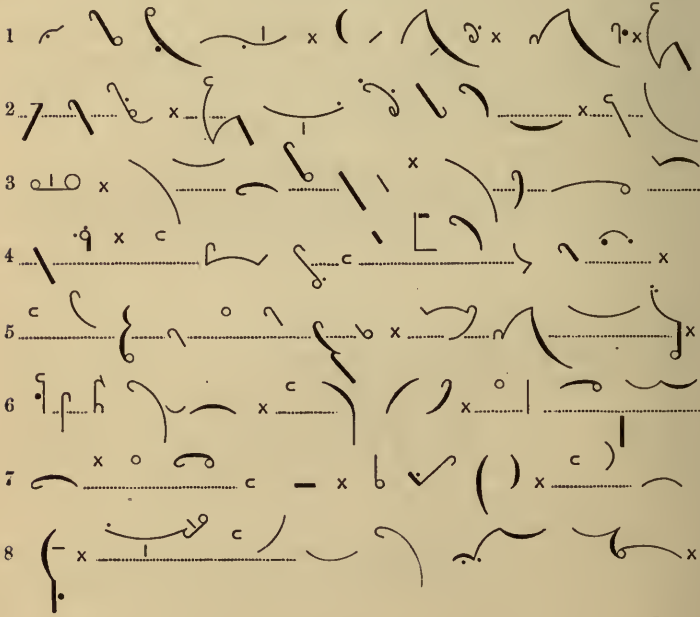


He-told a-number-of very important particulars to the members of the board.



Wait until the party of the first part tells which-are the best for their needs.

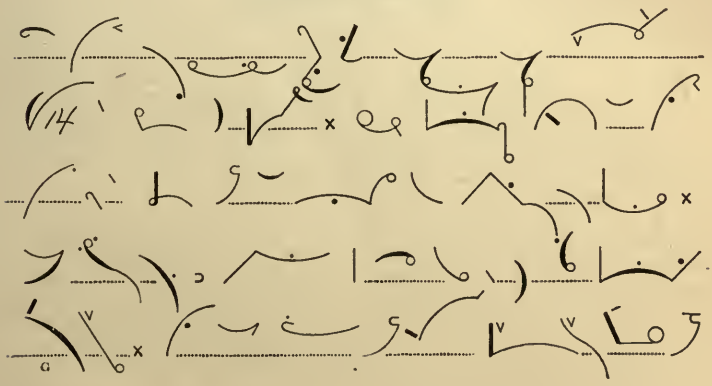
21.

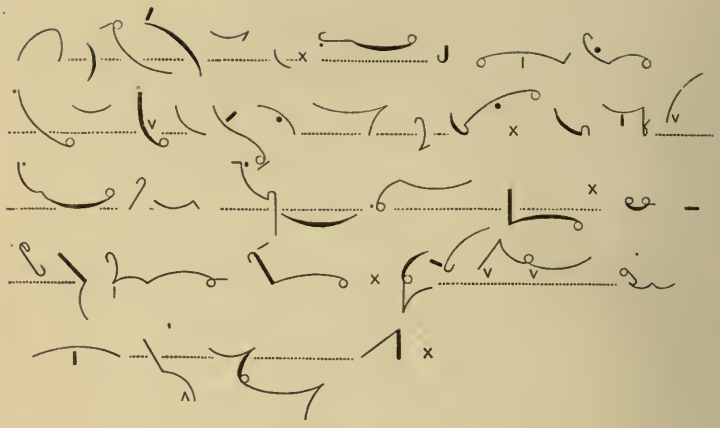


WRITING EXERCISE.

For-there, have-their, think-there, see-their, show-their, for-there-will-be, for-there-may-be, for-there-is, if-there-is, if-there-is-time, we-have-their, I-have-their, I-will-have-their, we-will-have-their, he-was-there, he-will-have-their, are-there-many, we-think-there-is, I-think-there-will-be, I-think-they-are-ready, seen-their, I-have-seen-their, know-their, do-you-know-their, some-other-roads, some-other-cases, in-their-case, in-other-words, the-other, the-other-time, the-other-day, the-other-road, the-other-rates. Esther wrote-a long letter to her father-and-mother Thursday, and-Friday she wrote-a still longer letter to her sister. Can you open-the shutters? Render honor to whom honor-is due. The longer you-linger the harder it-will-be for-you to enter upon your task. Does-it-make any difference whether-the diameter (of the) cylinder-is six-inches or ten? The-feather pillows ought-to-be smoother, then-the room will look neater. Mr. Luther's remarks were particularly good. What-was-the nature of-his business? Which-are yours?

BUSINESS LETTER.





Mr. Luther Arthur Sanderson,
Purchasing Agent New-York-Central,
New-York-City.

My-dear-Sir:

Your-letter of the 14th of September was duly received. As-soon-as-the temperature-is lower, not later-than-the latter part of December, we-shall need materials for repairing our tenders. Unusually severe weather would render it impossible for-us to use these temporary water pipes.

Later in the winter we shall alter-the diameter of the fire boxes, and we shall also use softer water in the future. Clinkers do-not smother-the flames if-there-is any device for forcing-the air entirely through the ventilators. Have you noticed the lighter fingers which-are now a feature of the longer cylinder dampers?

Send-us-a good supply-of both thermometers-and barometers.

Yours truly,
WALTER REIFSNIDER,
Supt. Motor Power, N. Y. C. R.

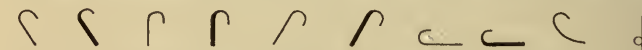
QUESTIONS: 1. What is the effect of doubling Emp? 2. What is the effect of doubling Ing? 3. What else may be doubled, and to add what syllables? 4. Which half of a double length is put in position? 5. Is a final hook read before or after tr, dr, or thr? 6. When is a circle or loop read? 7. What caution is given in Par. 193? 8. In phrasing, what is indicated by doubling? 9. Write and read the following wordsigns: Tell, part, entire, number, very, particularly, until, matter, member, told, over, board, remember, nature, hundred, pleasure, under, other, from, their, more, remark, during, larger, surely, dear, doctor, Mr., share, manner, September, little, December.

LESSON 16.

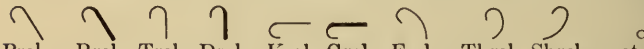
LARGE HOOKS.

195. The above may be called Mel, Nel and Rel.

Though reluctant, he finally put green enamel on the panels



Pler Bler Tler Dler Chler Jler Kler Gler Fler et cetera.



Prel Brel Trel Drel Krel Grel Frel Threl Shrel et cetera

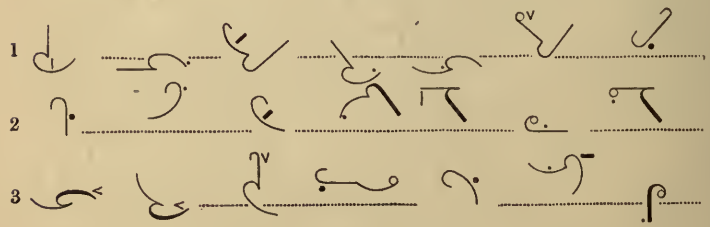
196. The small l hook may be enlarged to add r, as in abler.

197. The small r hook may be enlarged to add l, as in April.

198. A vowel after Pler, Bler, Prel, Brel, etc., is read *between* the l and the r; that is, *before the added letter.*

Ex. trial, clear.

22.



B. O. BAKER
LAWYER
DALLAS, TEXAS

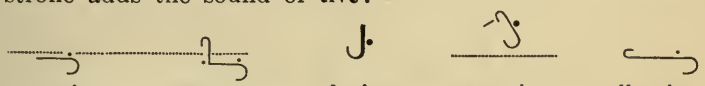
WRITING EXERCISE.

April, prowl, broil, crawl, camel, enamel, pommel, final, penal, funnel, only, relic, reluctant, relatives, channel, panel, venal, tunnel, relapse, nominal, drill, droll, grill, abler, clear, clerk, clergy, glare, Clark, flour, muffler, traveler, trial, stickler, gambler, control, smuggler, rambler, thrill, settler.

T-tive, J L T-shun

199. A large final hook on the circle side of **any** stroke adds the sound of **shun** or **zhun** to the stroke. Ex. attention.

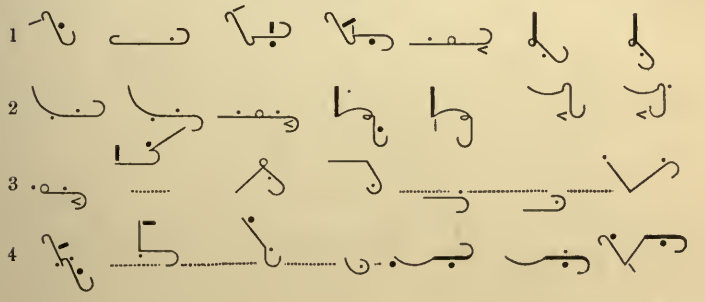
200. A large final hook on the opposite side of a **straight** stroke adds the sound of **tive**.



active attractive dative operative collective

201. Make all of these hooks very large, so that they cannot be mistaken for small hooks. Mel, Nel and Rel will look like weM, weN and weR unless made quite large.

23.

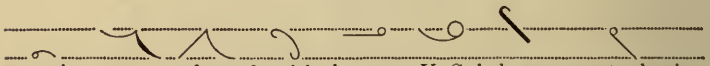


5

WRITING EXERCISE.

Option, missions, notions, fashions, compassion, addition, edition, rations, visions, adjective, inactive, fugitive, illustrative, operative, restoratives, co-operation, co-operative, conviction, completion, creation, creative, accumulative, education, educative, executives, cautioned, patient, attractiveness, skater, typewriter, by-their where-there-is.

WORDSIGNS.

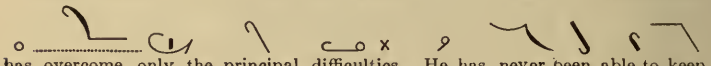


sometime never refer furnish because U. S. belong expect-ed-ation

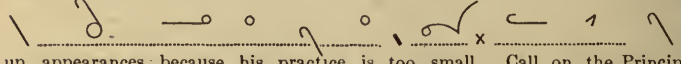
call difficult-y appear principal-ly practice govern
equal form-ed principle practical -ed-ment

Speed Sentences:

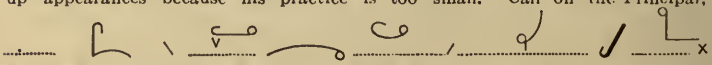
It appears that my practice has never equaled yours. The U. S. government



has overcome only the principal difficulties. He has never been able to keep

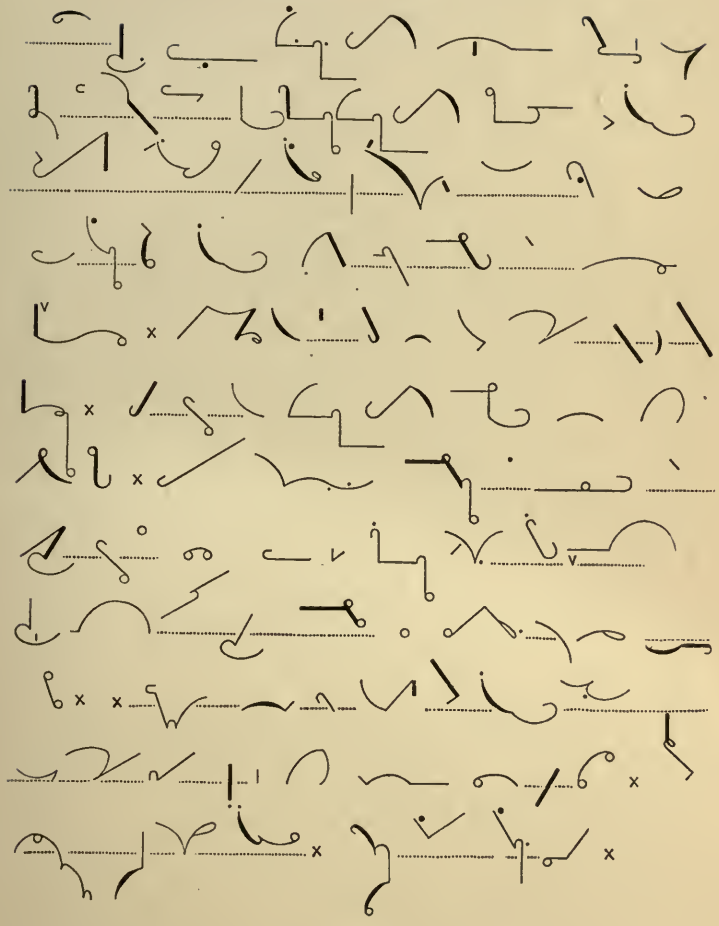


up appearances because his practice is too small. Call on the Principal,



and tell him to equalize matters unless he wishes a general strike.

BUSINESS LETTER.



Mr. Daniel Clark,
Electric Railway Motor Co.,
Brooklyn, N. Y.

Dear Sir:

We hereby call the attention of the Directors of the Electric Railway Construction Company to the Convention of Railroad Officials, which convenes at Waterloo, in April next.

One of the features of this Convention will be a practical exhibition of motors and dynamos. Arrangements have already been made for the machinery to be used by their demonstrators. General plans for electric railway extension may also receive consideration.

Where there are many exhibitors, the execution of original plans is sometimes difficult, but the contractor's early completion of the Cuyler Tunnel and Lower River Channel exhibits has surpassed our most sanguine expectations.

We hope you will improve the opportunity afforded by the Convention not only to display the new machinery you are advertising, but also to make some large sales.

Let us hear from you at your earliest convenience.

Very truly yours,
Peter Petrie, Sec.

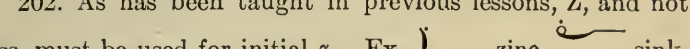
QUESTIONS: 1. What are the large initial hooks? 2. What are the large final hooks? 3. What caution is given in regard to the formation of the large hooks? 4. Write the following wordsigns: Because, principal, govern, afford, equal, United States, appear, call, never, practice, difficulty.

LESSON 17.

CHOICE OF STROKE OR BRIEF SIGN.

202. As has been taught in previous lessons, Z, and not iss, must be used for initial *z*. Ex. zinc, sink, zeal, seal.

203. Use Hay after an initial vowel, before a stroke followed by a vowel, before a final vowel, before iss, and before Pet, Tet, Chet, and Ket in verbs ending in these half lengths; as, ahead, hobby, Omaha, hasten, headed, hatched. In other cases, many generally omit *h*, while some freely use Choid, Roid, or Poid, whichever makes the best angle. If desired to express *h* where neither Hay nor heh can be used, place a dot by the vowel following *h*, as in the last syllable of *hogshead*.



hung hoax hogshead ham hump hair hill whew whim

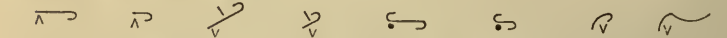
The circle may be written in place of the hook on Hay. Ex. Sahara, soho.

204. RULE 7. Halving must not be employed in unusual words nor in proper names where it would be difficult to tell whether *t* or *d* were intended. Ex. Luyden, not Let-N.

205. RULE 8. **Do not halve a stroke unless it makes a sharp angle with the stroke or strokes to which it is joined.** For instance, K cannot be halved in locate, for if it were, the outline would look like Lay-K or like Lay only.

Tighten must be written T-Ten, not Tet-N, because the joining in the latter would be bad. *Straighten* cannot be written sTret-N, but always sTr-Ten.

206. RULE 9. **A hook can never be used for N after a half length.** Add N, not the hook, to *cot* for *cotton*, to *got* for *gotten*, to *fat* for *fatten*, to *glad* for *gladden*, etc. When a hooked stroke is halved, the hook is read **before** the *t* or *d*, **never after it.** ..... is *gland*, not *gladden*.



coin coined arrive arrived clean cleaned lined lighten

207 It is sometimes more convenient to use a brief sign in the middle of a word than at its end. For instance, *defense* should be written Def-Ns rather than D-Fens, for the sake of the angle.

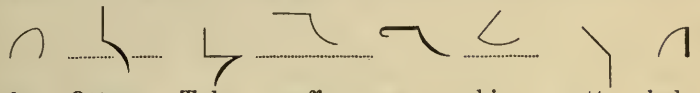
dozen cannon driven penance advocate define Providence

208. Every word should be so written that every important vowel in it may be inserted if desired, and placed by some stroke. Hence, there must be at least one stroke in every word, wordsigns excepted. Ex. .....wise. More freedom is allowed in the use of a stroke for *h*, *w* or *y* than for *s*. Ex. ..... house, not ..... ; ..... or ..... yellow.

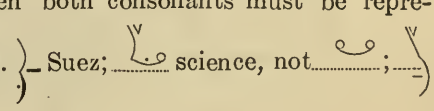
209. **If there is only one consonant next to a vowel, that consonant must be represented by a stroke.** Thus, *s* is the only consonant next to the initial vowel in *ask*, the only consonant next to the final vowel in *also*, the only consonant next to *u* in *Suez;* hence, S, not iss, must be used in these words.

210. RULE 10. **When a word begins with a vowel sound** use a **stroke** for the first consonant. Ex. ..... ask, ... awoke, ... oyer.

211. RULE 11. **When a word ends in a vowel sound,** use a **stroke** for the last consonant.



also Ottawa Tokyo coffee gravy china putty lady

212. RULE 12. **When two consonants are separated by two vowel sounds,** both of which are necessary to distinguish the word, then both consonants must be represented by **strokes.** Ex. 

Suez; science, not ; pious, not ; fiat, not x

213. **A brief sign at the beginning** of an outline shows that there is **no initial vowel. A brief sign, a half length, or a double length, at the end** of an outline, shows that there is **no final vowel.** Therefore—

214. If a word begins with S, Way or Yay, look out for an **initial vowel,** as in east; or, in rare cases, for two vowels after the first consonant, as in sciatica, Wyoming.

215. If a word ends in S, Z, F, V, N, T or D, look out for a **final vowel,** as in policy or memento; or in rare cases, for **two vowels** before the last consonant, as in situate. Remember that the lack of an angle or the presence of a brief sign in the middle of a word may

necessitate the use of a following stroke, as in affect or attendant.

RESUME.

When there is no other consonant stroke next to a vowel, use the stroke.

Hay. Ex.

S, Z. Ex.

Way, Yay. Ex.

F, V, N. Ex.

T, D. Ex.

Shen. Ex.

Tr, Dr, Thr. Ex.

Otherwise, *if practicable*, use the brief method.

Tick. Ex.

Circle. Ex.

Semicircle. Ex.

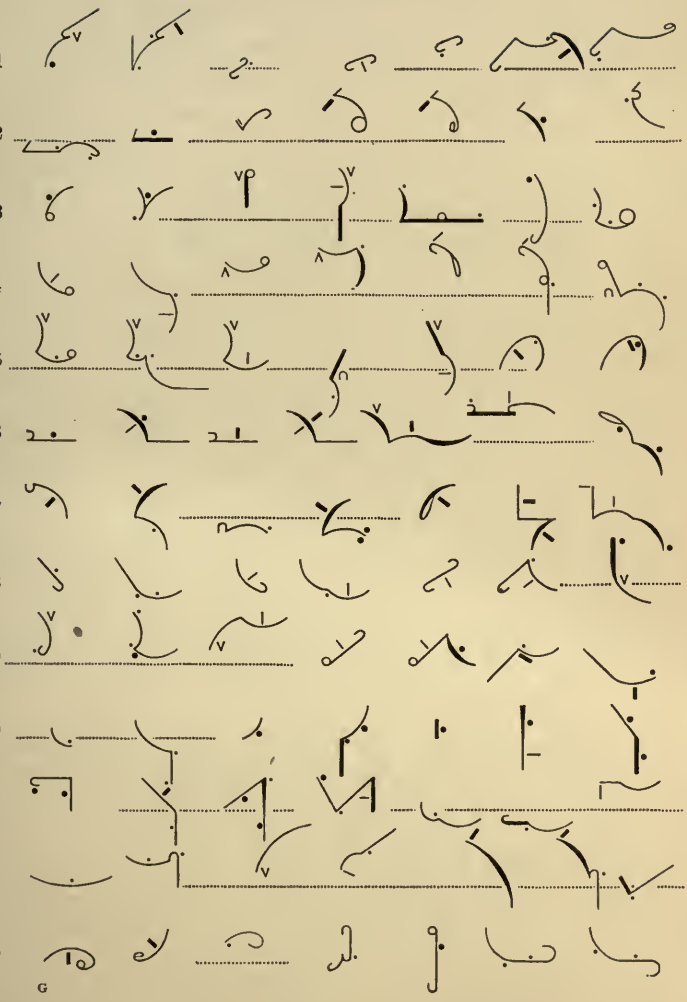
Small hook. Ex.

Large hook. Ex.

Half length. Ex.

Double length. Ex.

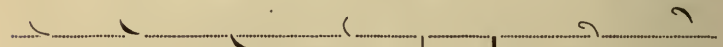
24.



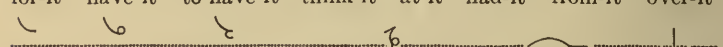
WRITING EXERCISE.

Sleep, asleep, state, estate, spy, espy, esteem, less, lessee, moss, mossy, quince, Quincy, assume, ensue, bias, pious, scion, science, chaos, Seattle, woke, awoke, ward, award, Wyandotte, Yale, yeast, yeas, Yates, Tokyo, stairway, Wyoming, tin, tiny, fan, Fannie, chin, china, cough, coffee, beef, bevy, ruin, Cheyenne, pit, pity, naught, naughty, mud, muddy, poet, fiat, period, enter, entry, loiter, lottery, center, sentry, Utica, tighten, straighten, cotton, lighten, fatten, define, advocate, Providence, winter, wintry.

216. *It* may be indicated by halving the preceding stroke.



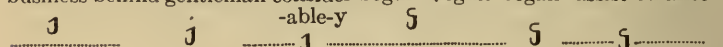
for-it have-it to-have-it think-it at-it had-it from-it over-it



if-it if-it-is if-it-were I-think-it-is-a make-it take-it

WORDSIGNS AND PHRASES.

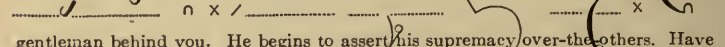
business behind gentleman consider begin begun began assist-ed-ance



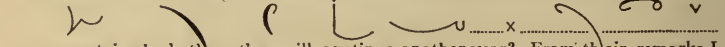
I-did-not di'n't | I-do-not don't | I-had-not -able-y had'n't | we-did-not | we-do-not | we-had-not

Speed Sentences:

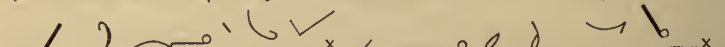
We-had-not begun our estimates when they called yesterday. I-had-not seen the



gentleman behind you. He begins to assert his supremacy over-the others. Have

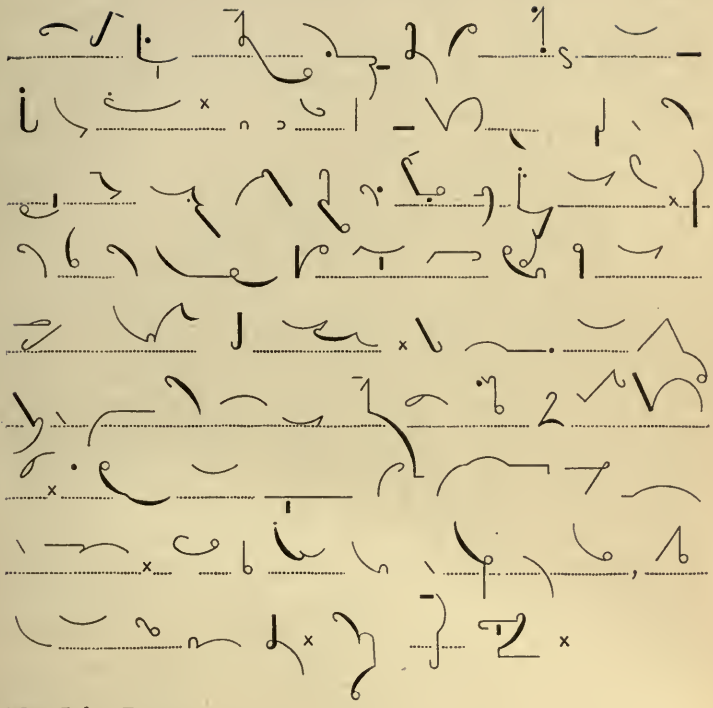


you ascertained whether they-will continue another year? From-their remarks I



judge they are makers of fine pottery. He began as first assistant in the business.

BUSINESS LETTER.



Mr. John Dana,
Hot Springs, Ark.
Dear Sir:

Is-your heating plant in good condition for the winter? You would find it good policy to-have-it attended to very soon and avoid the inevitable labor troubles, freight blockades, and other contingencies, in the fall. Aside from these

very vexing delays, I-know I-can save you considerable in the cost of the work if-you-will-have-it done in-the near future.

Before making any repairs, be sure to look over my new hot water and steam heaters, which-are made of refined boiler steel. The saving in coke alone will make an exchange a matter of economy.

Unless it is convenient for you to visit our office, write us for any particulars you may desire.

Very truly yours,

Austin, Crozier & Co.

QUESTIONS: 1. What is used for initial z? 2. Before what strokes may heh be used. 3. Give two cases when halving cannot be employed, and give examples in each case. 4. What should be used for *n* after a half length, and why? Give examples. 5. Write *cannon, driven, dozen, locate,* and state why these words end in a stroke instead of a brief sign. 6. Write *wise* and *house,* and state why the choice of brief sign and stroke. 7. Why is the stroke used for *s* in *ask, also,* and *Suez?* 8. Give the four rules, with examples under each rule. 9. If a word begins with a brief sign, what is always indicated? 10. If a word ends in a brief sign, what is always indicated? 11. What is generally indicated if a word begins with S, Way or Yay? 12. What is generally indicated if a word ends in S, Z, F, V, N, T, or D? 13. Why cannot you lengthen for *tr* in *entry* and *wintry?* 14. What word may be added by halving?

LESSON 18.

PREFIXES.

217. The vowel in a prefix is known, and need not be indicated by position. The rest of the word is therefore generally placed in the position of the first prominent vowel after the prefix.

218. **Con, conn, com, comm, cum,** or **cog** is represented by writing the part that follows **con, com,** etc., close to or below the word or syllable which precedes it. Ex. unconcerned, reconciled, recommend, in connection.

When this is inconvenient or unsafe, a light dot before the stroke and in line with it is used. Ex. cognate.

Accom may be represented by a heavy dot, and **discom** or **discon** by D. Ex. accompany, discontinue.

Write: Accommodate, accommodation, accomplice, unconfessed, your-communication, this-conclusion, in-conclusion, recommended, recognize, combined, committees, command, great-confusion, inconvenient, incumbent, incumbrance, disconcert, discomfit, discontent.

219. **Circum** or **self:** Iss placed before the middle of a stroke. Iss is joined in very frequent words. Ex. circumscribe, self-made, selfish.

Write: Circumspect, circumspection, circumvent, circumvention, circumscribe, circumference, self-love, self-defense, self-denial, self-confident, self-esteem, self-condemned.

220. **Counter, contra=i=o:** A light tick in same place as **con** dot. Ex. countermand, contradict, controversy.

Write: Counterfeit, countermarch, counteract, contradiction, contraband, countermine, countersign, counterfeiters, counterbalance, counterpart, contravene, controvert, controversy, countersink, counterevidence, controversialist.

221. **In, en, un:** N when convenient. **N curl** before an iss which must be made with a *clock-like* motion, or inside of an l hook. Ex. inspection, inscribe, insulation, unselfish, unsettled.

Write: Inception, instigate, institution, instrument, instruct, enslave, unseemly, insulates, insulation, insolvent, inscription, uncivilized.

Inter, intro, enter: Net, joined in common words. Ex. entertain, introduce.

Write: Enterprise, intercourse, interest, interfere, intervene, interested, intercept, interview, interpolate.

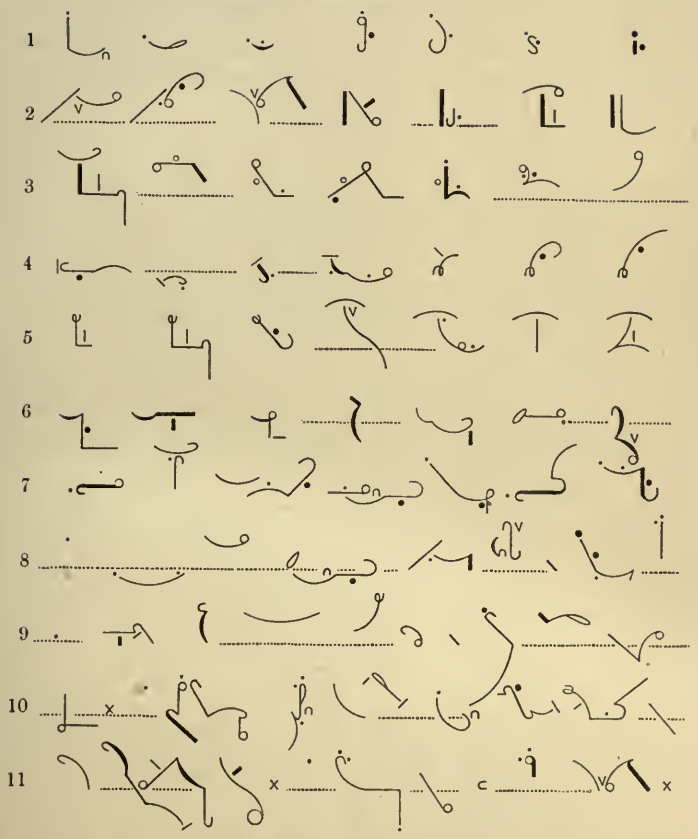
222. **Magna=e=i:** **M** placed over the following stroke. Ex. magnitude, magnanimity.

Write: Magnify, magnificence, magnetic, magnetism, magnetize, magnifier, magnanimous, magnanimously.

223. **Wordsigns:** When a wordsign is used as a prefix, it must occupy its proper position, and the rest of the word follows without regard to position. Ex. onward, tomorrow.

Write: Almost, altogether, forward, afterward, afternoon, understood, understand, goodness, otherwise, undertake, first-class, although, almighty, undersigned, good-natured.

25.

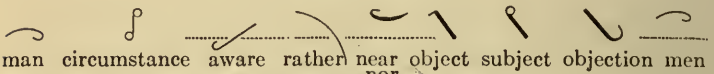


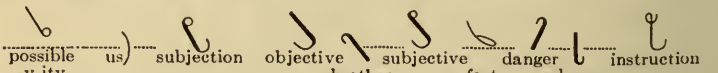
WRITING EXERCISE.

Good-natured, self-made, cognizant, concede, consist, commenced, contrived, commune, commendation, incum-

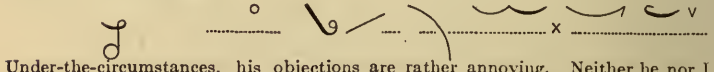
bent, in-communication, will-contain, will-contrive, self-evident, insulation, incumbrance, unseal, unscrupulous, self-same, self-will, insulator, circumspect, countersink, counterplot, contraband, magnitude, magnificent, insolvency, afternoon, magnesia, contain, unselfish, noncommittal.

WORDSIGNS.

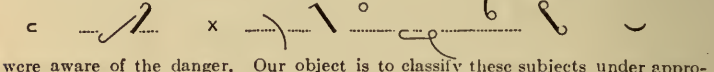




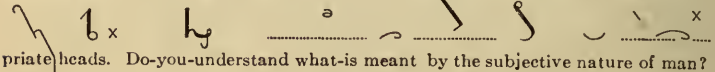
Speed Sentences:



Under-the-circumstances, his objections are rather annoying. Neither he nor I

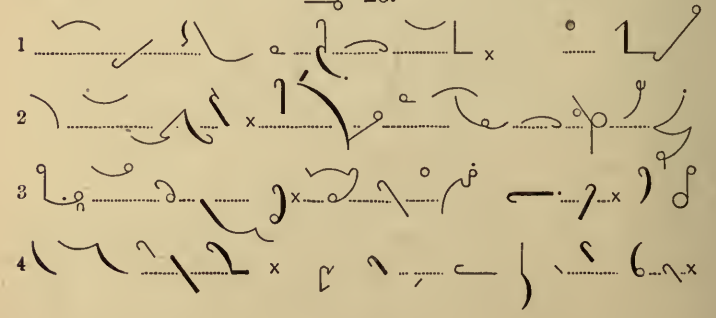


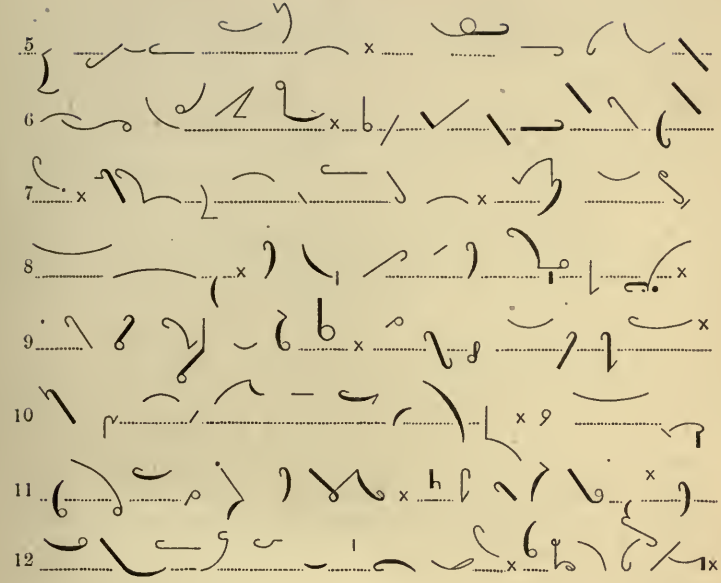
were aware of the danger. Our object is to classify these subjects under appro-



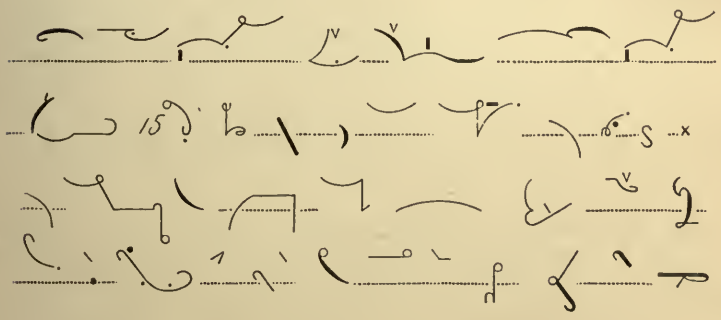
priate heads. Do-you-understand what-is meant by the subjective nature of man?

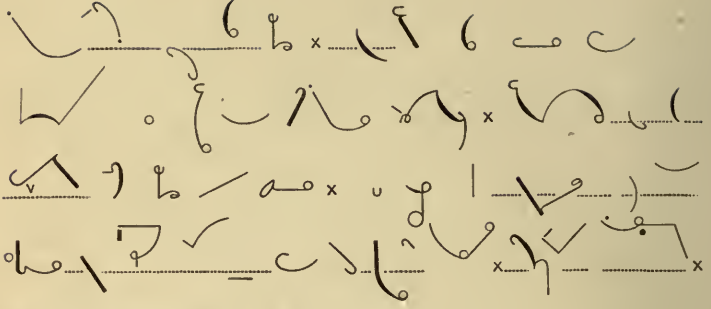
26.





BUSINESS LETTER





Mr. Quinn Morrison,
Cheyenne, Wyoming.
My dear Mr. Morrison:

I have your-communication of the 15th, concerning instruments to be used in installing our insulating plant.

Our inspectors have looked into the matter thoroughly, and find that there is a feeling of apprehension on the part of several because of a suit which has been brought against the company offering to furnish these instruments. However, we believe this difficulty is only temporary, as we think there is no danger of the Company's insolvency. We have always found them reliable, and their instruments are first-class. Yet, under the circumstances, it behooves us, in self-defense, to be cautious, and I will act only upon advice of our officers.

Very truly,
Potter Inskeep.

QUESTIONS. 1. If a word begins with a prefix, which vowel governs the position of the word? 2. What prefix may be indicated by proximity, i. e., by writing what follows the prefix close to the preceding stroke? 3. In

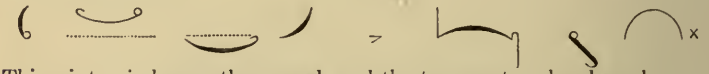
what other way may *con*, *com*, *cog*, etc., be represented? 4. Write: Accompany, decompose, disconcert, inconvenient, misconduct, nonconductor, recommend, in connection, commenced, commune. 5. How is *circum* indicated? 6. What other prefix may be represented by the same sign? 7. When may *self* be joined? 8. What prefixes are indicated by a detached tick? 9. What is represented by the n curl, and when is this curl used instead of N? 10. What is used to indicate *magna-e-i*? 11. What is said of the position of a wordsign used as a prefix?

LESSON 19.

REVIEW AND PHRASING.

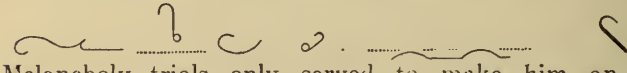
224. Doubling the length of Emp makes it Emper or Ember. Doubling the length of Ing makes it Inger or Inker. Doubling the length of any other stroke adds tr, dr, or thr.

225. A final hook is read **after** the tr, dr, or thr of a double length.

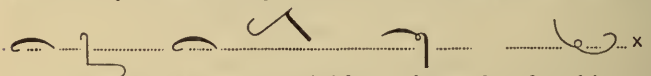


This winter is longer than usual, and the temperature has been lower.

226. A large final hook on the **circle** side of **any** stroke adds the sound of shun. A large final hook on the **opposite** side of a **straight** stroke adds the sound of tive.



Melancholy trials only served to make him an abler,



more attractive, more reliable ambassador for his nation.

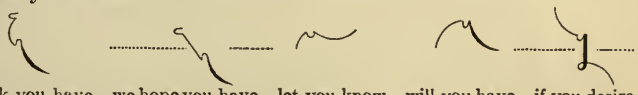
227. Intelligent phrasing not only adds to shorthand **speed, but results in greater ease and certainty in reading,** and should receive as careful attention as the wordsigns.

228. Phrase only such words as are **closely connected in thought,** as a pronoun and its verb, a verb and its object, a modifier and the word modified, a preposition and the word following. Ex. it was, tell us, very good.

229. As previously directed, do not use a dot for *a*, *an*, *and*, or *the* when a tick can be conveniently used.

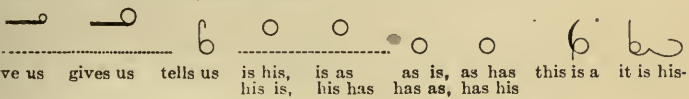
230. Remember that with the exception of *a*, *an*, and *and*, the **first** word of a phrase is written in position **unless some subsequent word in the phrase must be written in position in order to be read with certainty.** Ex. and it has been, as much as.

231. *You* should be phrased whenever convenient, even if necessary to invert it.

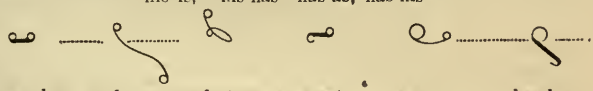


we think you have we hope you have let you know will you have if you desire

232. *Us*, *is*, *his*, *as*, or *has* may be represented by iss, or by changing iss to ses. From the context it will be clear which word is represented.

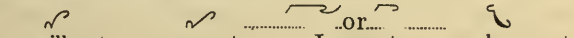


give us gives us tells us is his, his is, is as his has as is, has his has as, has his this is a it is his-



intention as good as as far as as fast as as great as as soon as as has been

233. *Not* may be represented by Net, or by the n hook and halving as in or are-not. In or-not, the *n* hook alone is added for *not*. Those who use Kent for *cannot* must be very careful to make the half length **short enough, so that there will be no danger of mistaking it for** *can*. For most persons, Ken-Net is far safer than Kent[1] for *cannot*.



I shall not you will not you are not I cannot we have not

234. Use Poid[1], Choid[1], or Roid[1] for *I*, according to convenience, at the beginning of a phrase. It is plainer to use either Choid or the full form before S and Z, Ar and Way.

I say I see I was I remain I await I am I am not I understand

235. In the middle or at the end of a phrase, use Toid or Koid for *I*. Use Toid[1] in I-want, I-would, I-should.

236. Use Choid[2], Roid[2], or Poid[2] for *he* or *the* at the beginning of a phrase. Choid, Roid, or Poid may be used for *he* or *the* in the middle or at the end of a phrase.

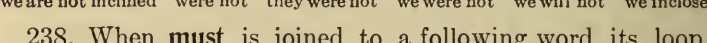
he will not be he is a he has a is he does he was he did he would he

237. WeL, weM, weN and weR are used in many phrases beginning with **we** or **with.** WeRnt is used for **were not.**

with respect, with regard, with him, with me, we may have, we may not have, we are not

we are not inclined were not they were not we were not we will not we inclose

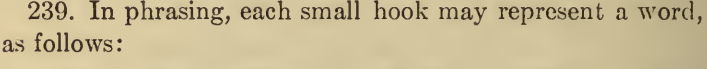
238. When **must** is joined to a following word, its loop is generally changed to a circle.



I must have, he must be, you must not do, we must, we must have, we must be sure

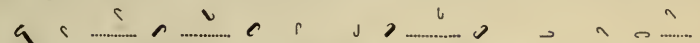
239. In phrasing, each small hook may represent a word, as follows:

Than, own, or **one** by the n hook. more than, our own, at once
Of or **have** by the f or v hook. which have, out of day of
Are or **our** by the r hook. which are, at our by our
Will or **all** by the l hook. it will, in all at all



the other one in our letter it will not be which have been
number of cases by all means it will not do

240. These hooks are used freely on ticks by some careful writers.



who have been who will who will have who are who are not to our of our
to all of all all of-have but all but one or of-have and of and our own

241. Double a stroke for *their, there,* or *they-are.* After a brief sign or a half-length or double-length curve, add Boid or Joid for *there* or *they-are.*

242. There are ten words in each of the speed sentences in this lesson. Practice each sentence until it is easy for you to write it correctly. Note how many times you can write the sentence and write it well in a minute. Try it a second minute, and note the gain. Practice each sentence until you can write it at least ten or fifteen times in a minute, i. e., at the rate of 100 to 150 words a minute.

Speed sentences:

I am sure we wish you well in all things.

The price is higher than I am inclined to pay.

I will say that this is not our own machine.

It will not be any longer than the other one.

In all such cases they will keep out of reach.

I hope you will see them when they are there.

I will try to be there as soon as possible.

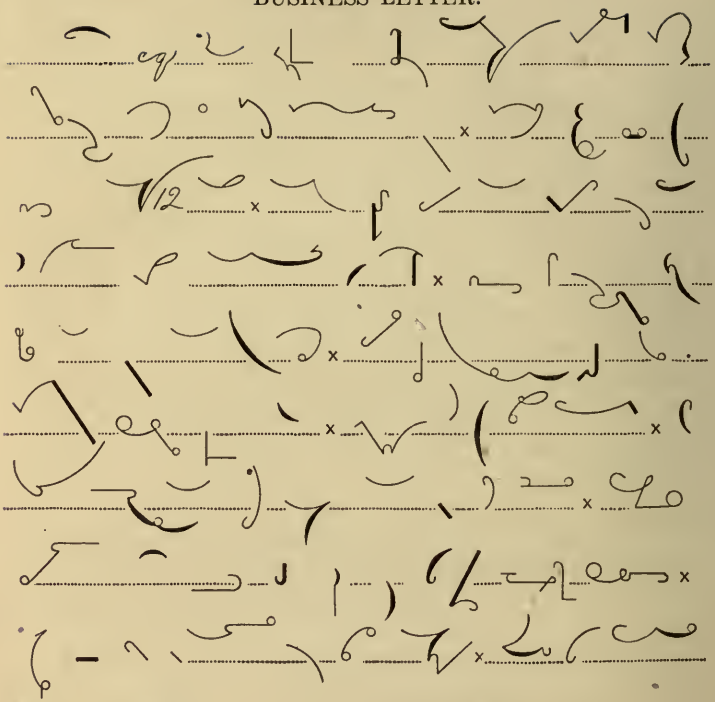
Wire us at once if there is anything down there.

By all means finish theirs as soon as you can.

There may be more than you think in this case.

We have asked those who are already in our employ.

BUSINESS LETTER.



Mr. C. Q. Austin,
Hartford, Conn.

Dear Sir:

In reply to your letter of recent date, I will say that the price of the Arnold Machine is higher than I am inclined to pay. I am sure that this is not as good as the other one you mentioned in your letter of the 12th inst. In fact, it will not do the work any better than our own, nor is it likely to last any longer than the old model. You can tell Arnold Brothers that you have instructions not to buy any of their machines.

Wire us at once if there is anything down there for us,

and I will be there as soon as possible to take care of it. I hope you will see the other solicitors when they are there. They will finish their canvassing in Eastern New York in about three weeks.

In all such cases as require immediate action, do not hesitate to use your own judgment and close the contract as soon as you can.

I think there is a good opportunity to increase our sales in your territory.

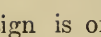
Wishing you well in all things, I am,

Very truly yours,

QUESTIONS. 1. What is the effect of lengthening Emp? 2. What is the effect of lengthening Ing? 3. What other syllables are added by lengthening? 4. Is a final hook read before or after the ter, der, or ther? 5. What strokes take the shun hook, and on which side of the stroke is it written? 6. What strokes take the other large final hook, and what does it represent? 7. How does phrasing help in shorthand writing? Of what advantage is it in reading? 8. When only should words be phrased? 9. Which word in a phrase is generally written in position? Name some words that are exceptions. 10. In what other case is the first word of a phrase not written in position? 11. In the phrase *and we had not*, which word is placed in position? 12. What is said of phrasing *you?* 13. What may be represented by *iss* in phrasing? 14. How may these words be added to *iss?* 15. In what two ways is *not* represented in phrasing? 16. How is *are not* written? 17. How is *I* represented in phrasing? *He?* *We* or *with?* 18. What is used for *were not?* 19. What is the peculiarity of *must* in phrasing? 20. What may be represented by the n hook? By the f or v hook? By the r hook? By the l hook?

LESSON 20.

AFFIXES.

242. A wordsign is often used as an affix, disjoined if necessary for convenience or legibility. Ex. hereafter, thereto, thereof, whosoever,  hereinafter.

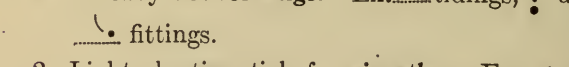
243. Use B for **=ble** or **=bly.** Ex. profitable-y.

244. Use F for **fore,** either prefix or affix; f or v hook or F stroke for **=full** or **=fully.** Ex. therefore, painful-ly, hopeful-ly.

245. Instead of the light -ing dot, use

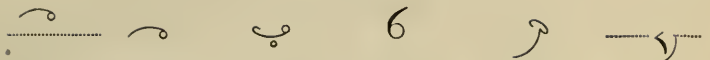
1. A heavy dot for **=ings.** Ex. tidings, doings, fittings.
2. Light slanting tick for **=ing=the.** Ex. advertising-the.
3. Koid or Toid for **=ing=a.** Ex. doing-a packing-a.
4. Joid or Boid for **=ingly.** Ex. exceedingly.
5. Iss for **=bleness, =fullness,** or **=someness.** Ex. reasonableness, healthfulness, lonesomeness.
6. Sez for **=lessness.** Ex. thoughtlessness, uselessness.

246. Represent **=ality, =ility, =erity,** or **=arity** by writing the **stroke** which immediately precedes **=ality,** etc., to the right and a little below the first part of the word. Ment is used for either **mental** or **mentality.**



frugality legibility popularity prosperity dexterity responsibility instrumental-ity

247. Use iss for **=self,** sez for **=selves,** and Ish for **=ship,** detached when not convenient to join them.



myself himself one's self yourselves friendship hardship

248. **Ology** or **alogy** may be indicated by **J**, joined or detached. **Soever** is indicated by issV; or when more convenient, by writing iss beside the preceding part of the word.

zoology physiology genealogy wheresoever howsoever whosesoever

249. Write a word in full if it is just as easy; but if it is easier to write and perfectly legible, use the prefix or affix. For instance, it is better to write Bet-Fl for *beautiful* than to use the affix for *-ful*.

WRITING EXERCISE.

Whenever, hereon, although, altogether, whosoever, wheresoever, attainable, responsible, sinful, watchful, wherefore, successful, buying-the, doings, meetings, making-a, meeting-his, meeting-us, putting-the, concerning-the, having-the, doing-a, boastingly, interestingly, wittingly, knowingly, legibility, susceptibility, peculiarity, similarity, frugality, credibility, instrumentality, lovingly, myself, themselves, ourselves, yourself, herself, himself, yourselves, kinship, township, apprenticeship, blushingly, friendship, accountable, posterity, hospitality, honorable, remarkable, lawful, facing-the, tracing-the, exceedingly.

250. When the sound of **shun** follows iss or the ns circle, it is indicated by continuing the line of the circle until it forms a hook on the opposite side of the stroke, as in decision, condensation. This hook is called eshun. A vowel, ĭ, ĕ, or ā, always comes between the *s* and the *shun* when eshun is used. Ĭ is indicated by a light dot placed

before the combined circle and hook; ĕ and ā are placed *after* the combined circle and hook.

physician musician sensations procession sensational generalization

251. The eshun hook is used in words *ending* in the sound of *sishun*, *seshun*, *sashun*, or similar syllables with *z* in place of *s*. It is used **only after a circle** or loop. The large hook for shun is used **only after a stroke,** and in only a few cases after the stroke S; **never after iss.**

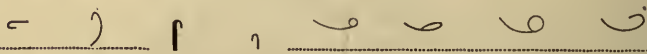
option opposition transition mission circumcision association pronunciation

WRITING EXERCISE.

Compassion, composition, fashion, physician, action, accession, accusation, instruction, decision, decisions, inscription, condensation, musicians, disposition, dispossession, dispensation, transitions, transitional, sensational, imposition, session, concession, cessation, secession, organization, intercession, contrition, pronunciation.

252. Nr may be used for *in re* in such phrases as in reply to, in regard to, etc.

WORDSIGNS AND PHRASES.

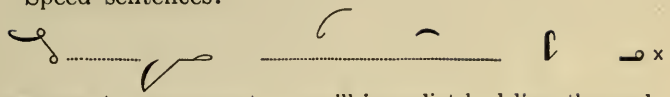


accord -ing-ly through deliver toward influence influenced influences information

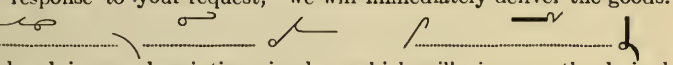
describe descriptive description experience experienced experiences somewhat

in response, in relation, in reference, we are in receipt of your letter

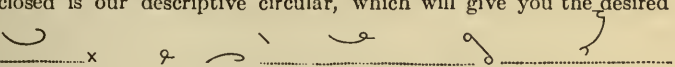
Speed sentences:



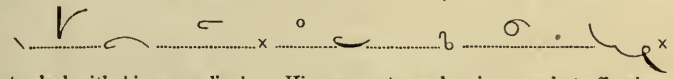
In response to your request, we will immediately deliver the goods.



Inclosed is our descriptive circular, which will give you the desired

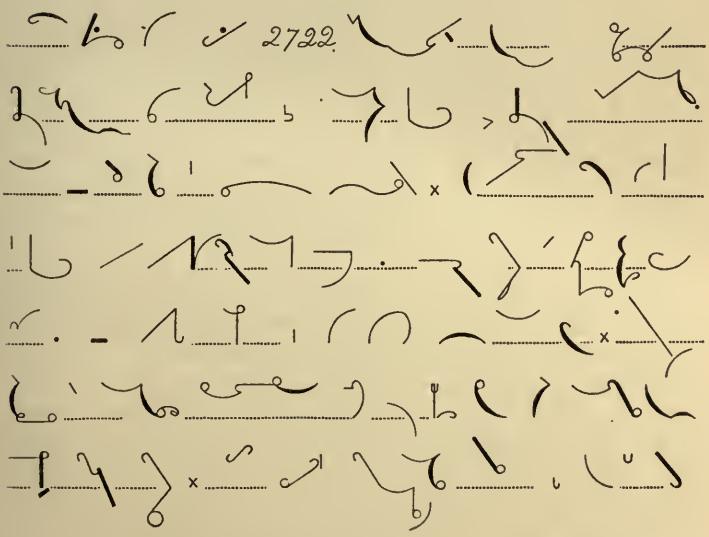


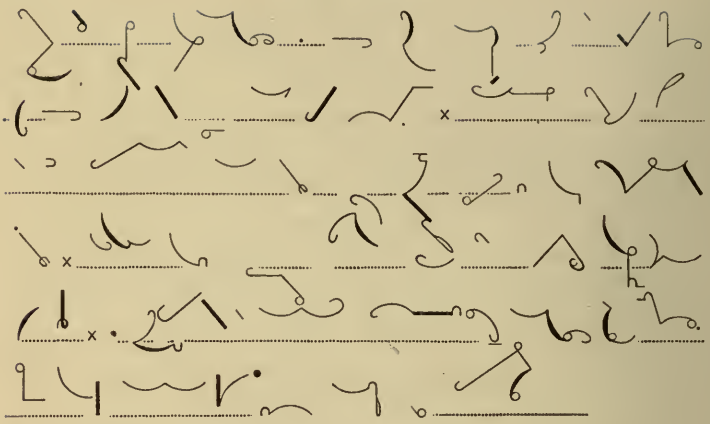
information. He is a man of influence and experience, and we wish



you to deal with him accordingly. His manner toward us is somewhat offensive.

BUSINESS LETTER.





Mr. James L. Ware,
2722 Ivanhoe Av., St. Louis, Mo.

Dear Sir:

We note that you have made a sale of real estate, and would invite your attention to the desirability of reinvesting in good bonds of this or some other municipality. They require very little time or attention, are readily convertible into cash, and can be purchased on such terms that they will not only yield a good rate of interest, but will also improve in value.

The popularity of this class of investments is increasing, and through our instrumentality several of your neighbors have made exceedingly profitable purchases.

We are not serving an apprenticeship in this business, but have for years been purchasing bonds suitable for such investments, and can therefore unhesitatingly assure you of better terms than can usually be secured in the general market.

We inclose a partial list of what we are now in position to

offer, and we shall be pleased to serve you for a very reasonable compensation. If not convenient for you to call upon us, we will have one of our representatives visit you and ascertain your decision.

Assuring you of the reliability of any information we may give you concerning an investment of this nature, and promising strict fidelity in any dealings you may intrust to us, we are,

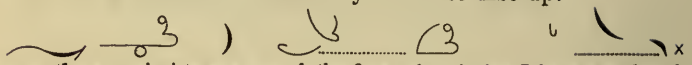
Respectfully yours,

QUESTIONS. 1. What is said of wordsign affixes? 2. What may represent *-ble* or *-bly?* 3. What may be used for *-fore?* What for *-ful* or *-fully?* 4. What six signs may be written instead of the ing dot, and what is represented by each sign? 5. How may *-ality*, *-ility*, *-erity*, or *-arity* be represented? 6. What may be used for *-self?* For *-selves?* For *-ship?* 7. How may *-ology* or *-alogy* be indicated? 8. In what two ways may *-soever* be represented? 9. When should a word be written in full, and when should a prefix or affix be used? 10. How is the eshon hook made? 11. What vowels may precede eshon, and how may each one be indicated? 12. How can you tell when to use eshon and when to use the shun hook? 13. What may be used to represent *in-re-?* 14. Write the following wordsigns and phrases: Influence, influenced, influences, deliver, information, accordingly, toward, describe, descriptive, description, somewhat, deal, experience, experienced, experiences, in reference, in relation, in response, we are in receipt of your letter.

LESSON 21.

EXCEPTIONS.

253. It is sometimes necessary to write Est up.



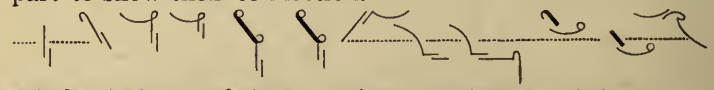
Among the excursionists was one of the finest elocutionists I have ever heard.

254. When a light and a heavy stroke join without an angle, as in catalog or data, make the change in the shading **gradual, not abrupt.** Write both strokes **quickly,** as if they were but a **single** stroke, and it will be found easy to shade properly.

Write: Ditto, tidy, foggy, figs, diet, duet, toady, victor, victory, logs, kegs, Chicago, detain, Dayton, radiate, always, severe, among.

255. For the sake of legibility, a double letter is sometimes represented by *two* strokes instead of one. Ex. evenness, solely. This exception applies only to **derivatives,** and is often used to distinguish a negative from a positive word. Ex. necessary, unnecessary, natural, unnatural, noticed, unnoticed.

256. The pen may sometimes be lifted in the middle of an outline, and the latter part of the word lapped by the first part to show their connection.

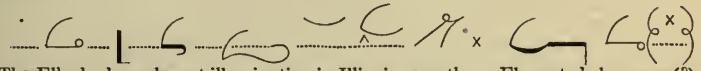


attitude institute substitute rewritten architecture badness
prepaid instituted substituted architect brightness unmindful

257. Unless there is a final vowel, El should be used after F, V, and Ray. As stated previously, El is generally used after N and Ing, whether there is a final vowel or not.

foil filed veils refutal burial unlawful intellectual individual

258. When *l* comes between an initial vowel and a horizontal stroke, use El to indicate that the word begins with a vowel.

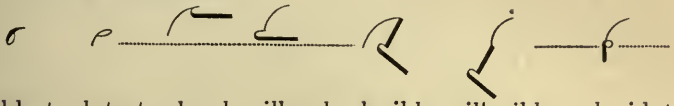


The Elks had an elegant illumination in Illinois recently. Elongated eloquence(?)

259. El may be used when more convenient than Lay.

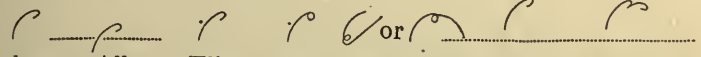
lesson license friendly alcohol sensational

260. El may be used in unusual or conflicting words to indicate that there is an initial vowel before *l*, or that there is no final vowel after *l*.



oldest latest legal illegal legible illegible elucidate

261. In all other cases use Lay. **El is never used as the only stroke in a word.**



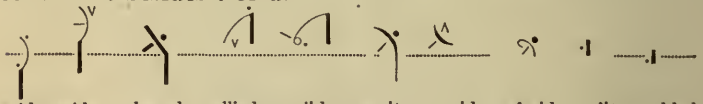
alone Allen Ellen else elsewhere align alignment

WRITING EXERCISE

Elm, lame, alum, Elmira, like, alike, Alleghany, alimony, luminous, legation, allegation, alligator, legible, alkali,

alumni, Eleanor, Illinois, electro, elector, election, elective, electric, elbow, alabaster, continental, aluminum, fuel, vowel, file, vile, tinfoil, squeal, elimination, illumination, Alexander, Alexandria, Alma Mater, alcohol, squall, elementary, alliance, elocution, elucidate, elocutionists, elocutionary, electoral, oleander, ultimate, ultimatum, almanac, eloquence, legacy, avail, vial, violin, whirl, whirlwind, swirl, twirl, license, licensed, elucidation, alimentary.

262. With the exception of very **frequent** words like *about*, *added*, and *avoid*, which can be easily read, halving is not employed in words consisting of two vowels and only one consonant besides t or d.

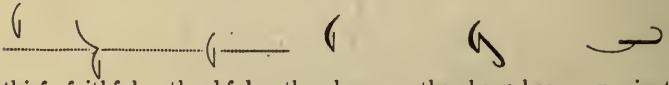


acid aside obeyed allied solid await avoid afraid edit added

263. There are a few words in which a half length may be joined without an angle, because it is made distinct by its hook, its shading, or by the opposite direction of its curve.

vacant coward feared midnight handmade sentiment

264. F or v may be added to a few curves by a thin hook, made half as long as the stroke to distinguish it from the n hook.



thief faithful thankful they have they have been navigation

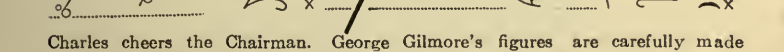
265. The small l and r hooks may be used with Chay, J, K, Gay, and generally with Ish, in words of **frequent** occurrence, even though a prominent vowel intervenes. By

remembering this exception, the student can write from principle many words which are usually memorized as wordsigns. Ex. child, court. But if there is a final vowel after *l* or *r*, the hook cannot be used. Ex. chilly.

266. The double consonants formed from these five strokes can be safely used, because the words represented by each outline are so few that the context will easily determine which word is meant.

267. A reporter seldom vocalizes these words, writing longer outlines in cases of uncertainty in preference to taking the time necessary to insert a vowel. If, however, vocalization is desired, an intervening dot vowel may be indicated by writing **a circle instead of a dot** in first, second, or third place, as the case may be. Ex. chill, shelf, gallon. If convenient, write the circle **before** the stroke for a heavy dot, but after it for a light dot. Ex. keel, kill.

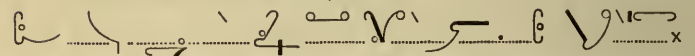
268. Dash vowels and diphthongs are written **across the stroke** unless prevented by the presence of a circle, loop, or hook. In such case, the vowel is written just before or just after the stroke, as required. Ex. coal, north, require.



Charles cheers the Chairman. George Gilmore's figures are carefully made

269. In rare cases, and **where there would be no sacrifice of legibility,** the hook for *l* or *r* may be used with other strokes than the five mentioned above, in order—

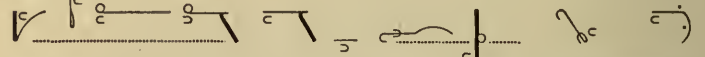
1. To prevent an awkward joining, as in engineer.
2. To shorten an outline which can be easily read by its consonants alone, as in parallel.
3. To give a word a more distinct and legible outline, as in barrel. B-Rel is not a good outline for *barrel*, because in rapid work it may be mistaken for B-Shl, *bushel*.



Telephone for a carload of charcoal, six bbl. of sugar, and twelve bu. of corn.

270. If two vowels are placed on the same side of a stroke, the one next to the consonant may be written nearer the stroke, as in Owens, cameo.

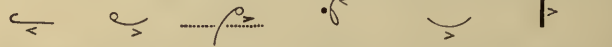
271. Weh may be written in place of a dot vowel, and wuh in place of a dash vowel, to indicate that *w* precedes the vowel.



dwell twist squeak squabble quibble quote quorum dissuade persuasion acquiesce

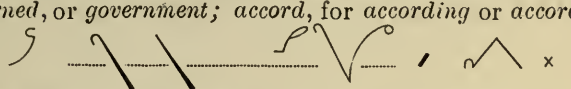
272. The sign may be changed to for *wi*, as in twice.

273. Yeh may be joined to the stroke, or yuh may be written in the vowel place, to indicate *i* or *e* followed by another vowel, as in ammonia, Peoria, India, area, or onion. The caret < may be written in place of a heavy dot, or > in place of a heavy dash, to indicate that the long vowel is followed by a short vowel.



clayey snowy Louis atheist Noah doughy Deity

274. The first syllable of a word is often enough to suggest the whole word. Thus, *gov.* may be used for *govern*, *governed*, or *government; accord*, for *according* or *accordingly.*

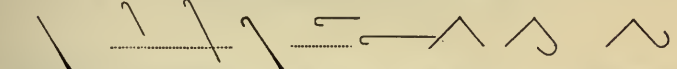


We shall prob. pub. a list of the prop. holders whom you rep.

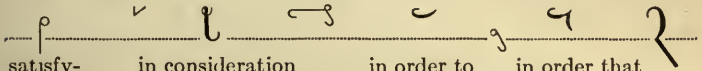
275. Sometimes the last syllable of a word is indicated as well as the first, to make the word plainer. Thus, representative, representation. This principle of abbreviation may be applied by each stenographer to his special line of business, provided he confines it to words in every-day use and to words that can be correctly and instantly read when shortened.

Many write *put*, *about*, and *doubt* entirely under the line, to distinguish them from other half lengths.

WORDSIGNS AND PHRASES



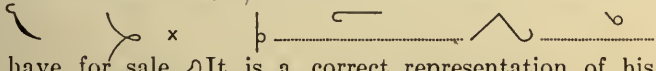
publish-ed proper property correct represent representation
public-ly-icity probable-ly-ility character representative



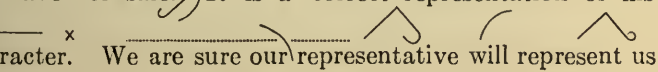
satisfy- in consideration in order to in order that
ied-actory I should correspond-ence superintendent there-will-be

Speed Sentences.

They will probably publish a list of the different properties

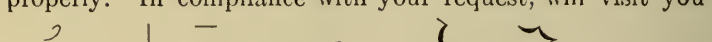


we have for sale. It is a correct representation of his



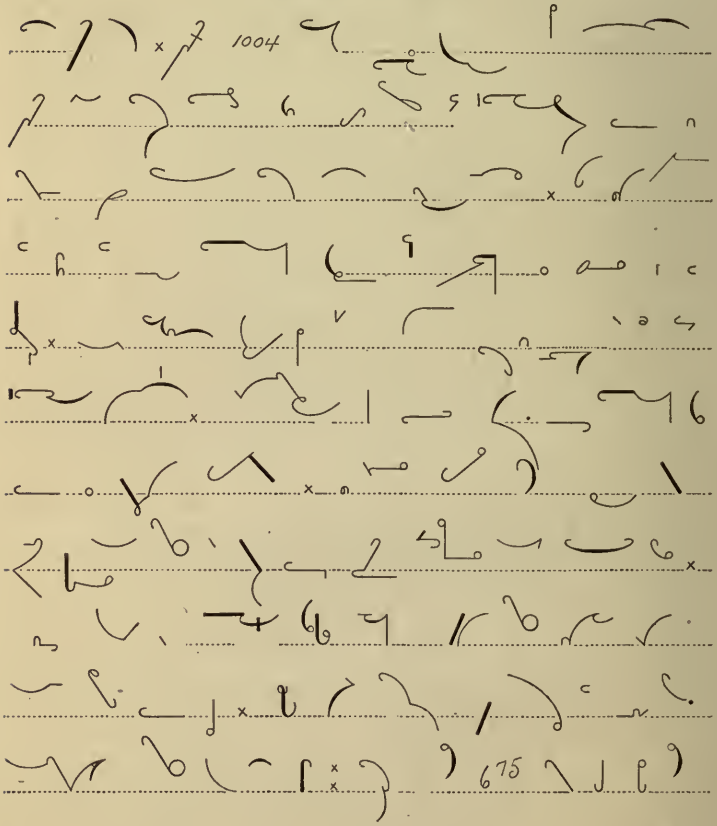
character. We are sure our representative will represent us

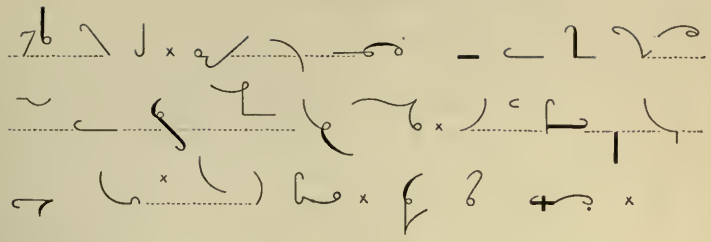
properly. In compliance with your request, will visit you



shortly. It is quite characteristic of this individual.

BUSINESS LETTER.





Mr. George W. Churchill,
1004 N. Garfield Av., City.
My dear Mr. Churchill:

I note from your correspondence that you were not pleased with the Cornellsville Coal you procured last winter from my partner and myself. While, as you will recall, we told you we could not guarantee this coal, we did regard it as first-class, but were disappointed.

Now, in order that you may be thoroughly satisfied, I should like to furnish you a carload of what is called the "Corning Lump." I will personally take care of your order, and can guarantee this coal as absolutely reliable.

As you of course realize, there will soon be a sharp advance in prices of both coal and charcoal, on account of the strikes in the northern fields. You cannot afford to ignore these conditions, and in order to take advantage of the low prices you will want to lay in a supply of coal at once.

In consideration of your former large orders, we quote you the following unparalleled prices for immediate delivery:

Furnace size	$6.75 per ton
Stove "	7.00 " "

As a rule, our customers get coal direct from the mines, and not coal that has been in stock for several months. Shall we telegraph today for a carload for you? If so, telephone us.

Yours truly,
Charles Goldman.

QUESTIONS. 1. How is Est sometimes written? 2. What is said of the shading in such words as *data*, *figs*, etc.? 3. In what class of words is a double letter sometimes represented by two strokes, and why? 4. Write: Prepaid, rewritten, attitude, institute, unmindful. Tell what is peculiar about these words? 5. After what strokes should El be used when there is no final vowel? 6. When should El be used at the beginning of an outline, and for what purpose? 7. In what other cases may El be used? 8. When should El never be used? 9. How is *aside* written, and why? 10. How are *added* and *about* written? 11. When only can a half length be joined without an angle? 12. What strokes may take the small l and r hooks even though a vowel intervenes, and when? Why is this liberty allowed? 13. How may an intervening dot vowel be represented? 14. Where should an intervening dash vowel or diphthong be written? 15. When only may the small l or r hook be used on other strokes regardless of the intervening vowel, and for what three reasons? 16. When necessary to place two vowels on the same side of a stroke, how should they be written? 17. Write: Ammonia, India, area. State the peculiarity of these words? 18. Where is the diphthong I sometimes written? 19. Name some longhand abbreviations that are also used in shorthand. 20. What syllable is often added to the abbreviation to make the word plainer? 21. Write: Publish, probable, represent, correct, public, representation, publicity, popularity, character, probability, representative, publicly, in consideration, in order that, in order to.

LESSON 22.

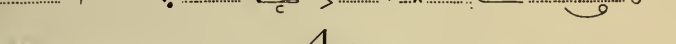
REVIEW AND MISCELLANY.

277. Review the large hooks, the prefixes, and the affixes; then read and transcribe the exercise below. Write it in shorthand from the transcript, then compare with the printed shorthand. Repeat this process until you have mastered the exercise.

1

2

3

4 

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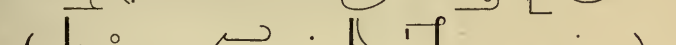
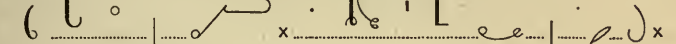
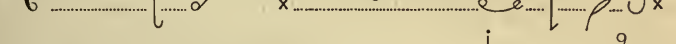
7 

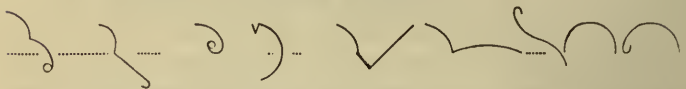
8 

9 

COMPLETE RULES FOR AR AND RAY.

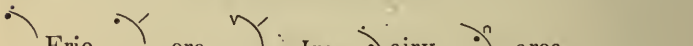
278. Unless Ar would make an inconvenient joining, use Ar whenever a syllable sounds more like Ar; as,

1. When the word begins with vowel-*r*.
2. When a word ends in final *r*.



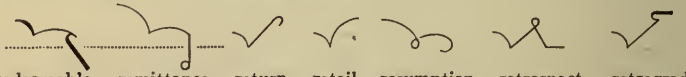
arrears European orations Irish arbitrary armature flier lower whaler

279. Use Ar between an initial and a final vowel. Ex.



Erie, era Ira airy, area.

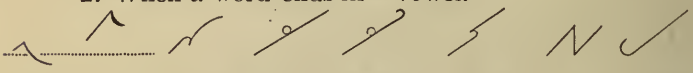
280. Use Ar whenever Ray would make an inconvenient joining, especially before M and Emp.



redeemable remittance return retail resumption retrospect retrograde

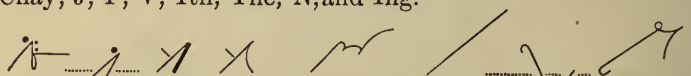
281. Unless Ray would make an inconvenient joining, use Ray whenever the syllable sounds more like Ray; as,

1. When a word begins with initial *r*.
2. When a word ends in *r*-vowel.



ratify rivet rental rosary reserve reverie rotary raillery

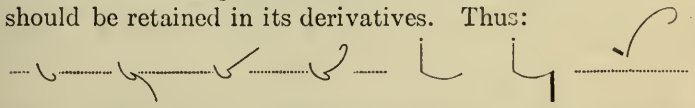
282. Use Ray whenever Ar would bring the outline too far below the line, or when Ar would make an inconvenient joining, as after M, Emp, Ray and Hay, or before T, D, Chay, J, F, V, Ith, The, N, and Ing.



artistic arch urge earth ornamental rarer prepare horizontal

284. Reporters do not always agree in their choice of Ar or Ray. The general practice, however, is to regard the angle of greater importance in common words, as in earnest; but to regard the vowel of greater importance in less frequent words, as in or Orient. Where authorities differ, it is wise for the individual to follow his natural inclination and use that outline which is easiest for him to write, provided it is also easy to read.

285. As far as practicable, the form of a primitive word should be retained in its derivatives. Thus:



found founder foundry foundation continue continued alteration

286. A derivative is written unlike its primitive when necessary to secure a good joining or to distinguish between words containing the same consonant sounds. Thus:

See seen assign assignor approve approval chiefly

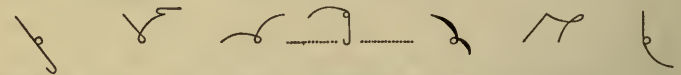
287. Conflicting words may be distinguished,

1. By an arbitrary or a natural difference in their outlines; as gentleman, agent.
2. By a difference in position; as migrate, emigrate.
3. By vocalizing one of the words; as upper, principal.

288. **OMISSIONS.** *W*, *y*, and *h* are the consonants most frequently omitted. K and Gay are often omitted after Ing, as well as in words beginning with *ex*.

junction sanction bank distinguish anxious

289. Where *st* occurs in the middle of a word, the *t* is often omitted.



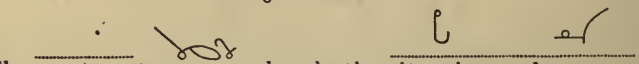
postpone postal card mostly mistaken westward earnestly testify

290. *P* may often be omitted after *m*, as in tempt, consumption. P is also omitted in capable.

291. *R* may be omitted in southern and surprise

292. Any consonant may be omitted if it is but slightly sounded or if its insertion is difficult, **provided the remaining consonants are sufficient to determine the word with ease and certainty.** Thus, *l* is omitted in intelligent, *n* in transgress, transaction, transcribe, identical, passenger.

293. The syllables most frequently omitted are the adverbial termination *ly*, the final syllables of a long word, and *con* or *com* in words of very frequent occurence. Ex. in consequence, and contents noted, recon-sider, positive-ly, substantial-ly, sufficient-ly.

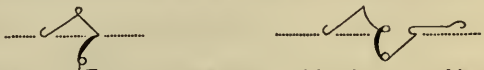


The postmaster comprehends the situation, and consequent-

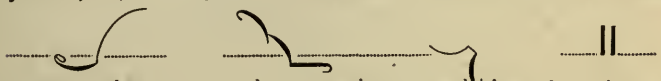
ly is well qualified to deal with the Express Company.

294. In phrasing, any word may be omitted which must and will readily be supplied to complete the sense, as *to* in phrases like ____ in regard to, ____ in relation to, etc.

two or three, more or less, by and by, in a few days, in the first place, in regard to

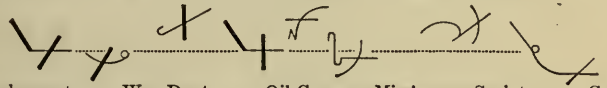


your request, with respect to your statement, with reference to this requirement



sooner or later, over and over again, now and then, from day to day

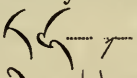
A few words may be indicated by intersections, as follows:



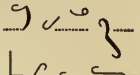
book agent War Dept. Oil Co. Missionary Society Gen. Supt.
news agent book dept. Traffic Assn. Pacific R. R.

Write the following phrases on a card and keep them with you for reference until you know them.

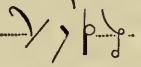
Your favor, your valued favor, how much,



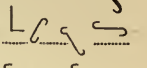
When it was, where it, in its, there had been,



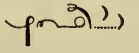
very much, too much, it is said, for instance,



talk it, which will have we hope to have, we can,

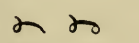


next day, in some cases, in his way, is it, as it,

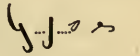


we remain, we may be, we have been, never been,

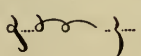
as it is important, as it is impossible,



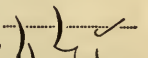
having been, had been, the first, the second,



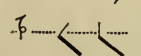
as it has been, as it seems to me, as it was,



as there had been, was there nothing, with our,



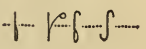
I think it is a, which would be, it would be,



is there anything, in their own, of their own,

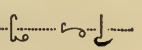
which had been, they would do, they had done,

at first, at last, at least, at length,



it ought to be, it will have to be, of all its,

at all events, at all times, at any rate,



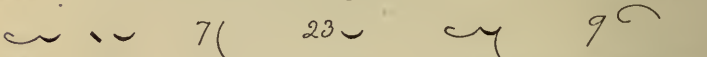
295. **INITIALS.** It is safer to write most initials in shorthand than in longhand. Use Ray for R, and Gay for G. Use) ..... , —ɔ , —o for C, Q, and X; or better still, write these in longhand small letters. Do not take time to write capital letters when taking dictation.

296. **NUMBERS.** When alone, ⌣ one and —o ..... six should always be written in shorthand. It is better to write the following also in shorthand:

2 3 4 5 10 12 first second third sixth tenth

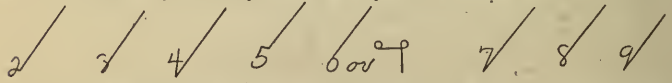
297. Numbers consisting of two or more figures are written entirely in figures, with two exceptions:

1. When a number ends in two ciphers, the wordsign for hundred should be used in place of the ciphers. In like manner, thousand is used for three ciphers, and million for six ciphers.

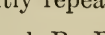


100 200 7,000 2,300 100,000 9,000,000

2. Twenty, thirty, etc., may be written as follows:



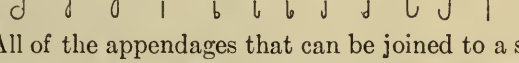
298. **PHRASING.** Every profession has its technical terms and peculiar phrases. These should be written in full until the writer becomes familiar with them, when they may be abbreviated or phrased with safety and advantage. Thus the sermon reporter may write —⌣ kingdom of Heaven, ⌠ children of Israel; the law reporter may use such phrases as ⌣ what is your business, ⌠ where do you reside, or ⌣ sworn and examined.

299. Occasionally a special phrase should be formed for a special occasion, as when a long and difficult combination of words is frequently repeated. Thus, may be used for New York Central R. R. Co.,  for Lake Shore and Michigan Southern R. R. Co. The phrase should be written in full in the margin of the notes near its first insertion.

300. Court reporters enlarge and slant *with, were, what,* and *would,* to indicate an added *you.* Ex with you, were you, what you would you; is you were or you would.

RESUME OF APPENDAGES.

301. All of the appendages that can be joined to a straight stroke are given above with T as a sample stroke. The stroke Lay is given below with the appendages that may be added to a curve.



302. Give the names of these signs as far as you can without referring to the key. In the key, strokes are represented by capitals, and the appendages by small letters.

Key: iss-T, Tees, sez-T, Teesez, steh-T, Teest, Teester, weh-T, Tl, sTl, Tr, sTr, sezTr, Tef, Tefs, Ten, Tens, Tensez, Tenst, Tenster, Tet, Tets, Teft, Tefts, Tent, Tents, Teeshun, Teetive, Tler, Trel, Teesishun, Tenshun.

Iss-Lay, Lays, sez-Lay, Laysez, steh-Lay, Layst, Layster, weL, Len, Lens, Let, Lets, Lent, Lents, Layshun, Layther, Laysishun.

GENERAL RULES.

303. When writing new matter, use the briefer signs—circles, semicircles, loops, and hooks, also halving or lengthening—unless there is a reason for not using them.

304. Use ⌊ for *-ted*, and ⌋ for *-ded*, detached when there is no angle, or use the light tick for *-ed*, as is most convenient.

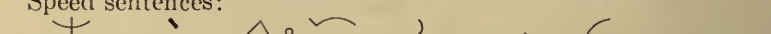
305. Write a long word **one syllable at a time**, disregarding the less important vowels, and dividing the word according to convenience without reference to the usual method. Thus, *cantaloupe* should be divided into two syllables, cant-loupe, and written Kent-Lay-P. The five-syllabled word *documentary* is changed into the three-syllabled dok-ment-ry. In this way, a long word becomes nothing more than two or three short words joined together. Omit obscure consonant sounds, especially when it would be difficult to insert them; write the prominent consonant sound plainly, and, if necessary, insert a vowel to make the word easily read.

Use —/— for a dash, and ( ) for a parenthesis.

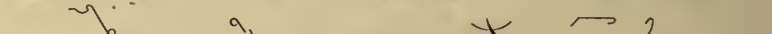
WORDSIGNS.

astonish establish wisher spirit knowledge notwithstanding whoever
-ed-ment -ed-ment assure start acknowledge nevertheless have been

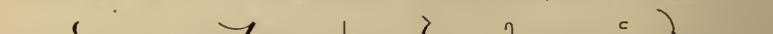
Speed sentences:



Notwithstanding all reports, I am astonished at the elegance and

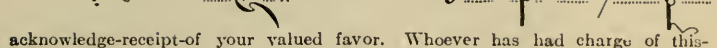


enterprising spirit of the establishment. Nevertheless, I can assure-

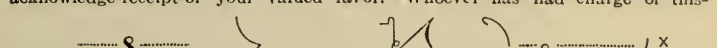


you that-we-have-no knowledge whatever of this transaction. We hereby

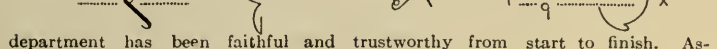
acknowledge-receipt-of your valued favor. Whoever has had charge of this-



department has been faithful and trustworthy from start to finish. As-

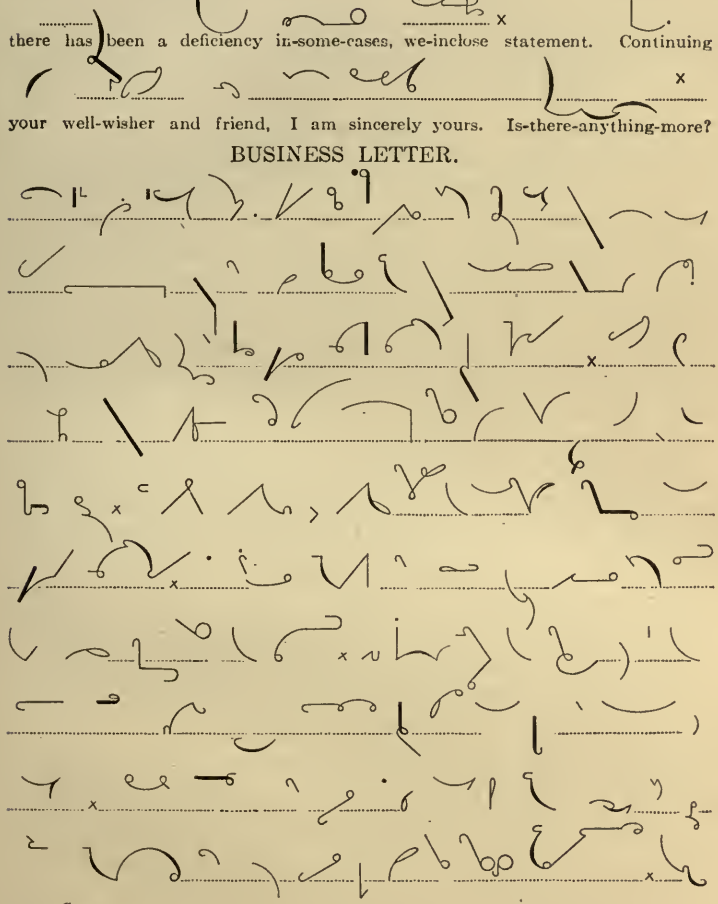


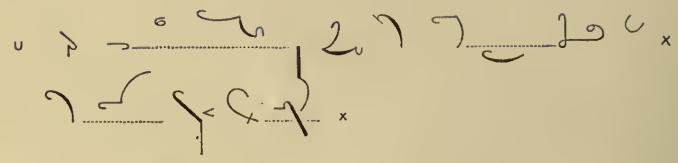
there has been a deficiency in-some-cases, we-inclose statement. Continuing



your well-wisher and friend, I am sincerely yours. Is-there-anything-more?

BUSINESS LETTER.





Mr. Dwight Allen,
North Orchard and Cherry Sts.,
Cedar Rapids, Ia.

Dear Sir:

In order that the public may know the real character and beauty of our latest designs, we have published the inclosed booklet, illustrating our unsurpassed assortment of Diamonds, Jewels and solid Silver Table and Toilet Ware. We are sure they will interest you by their artistic forms, while their moderate prices will appeal to those who wish to avoid extravagant expenditure. We respectfully refer you to the revised price lists for unparalleled bargains in Jewelry and Silver Ware.

The completeness and variety of our stock of fancy articles of every description afford most attractive possibilities for selection. Should you contemplate a purchase for personal use or for correct gifts, you will find in our Christmas display, styles in advance of any other establishment in the world.

Since the organization of our house, the oldest in the State, we have maintained the highest standards of quality, and have always offered our wares at the lowest possible prices consistent with these requirements. If you have not yet opened an account with us, we invite you to do so, assuring you of every courtesy in our transactions with you.

Very cordially,

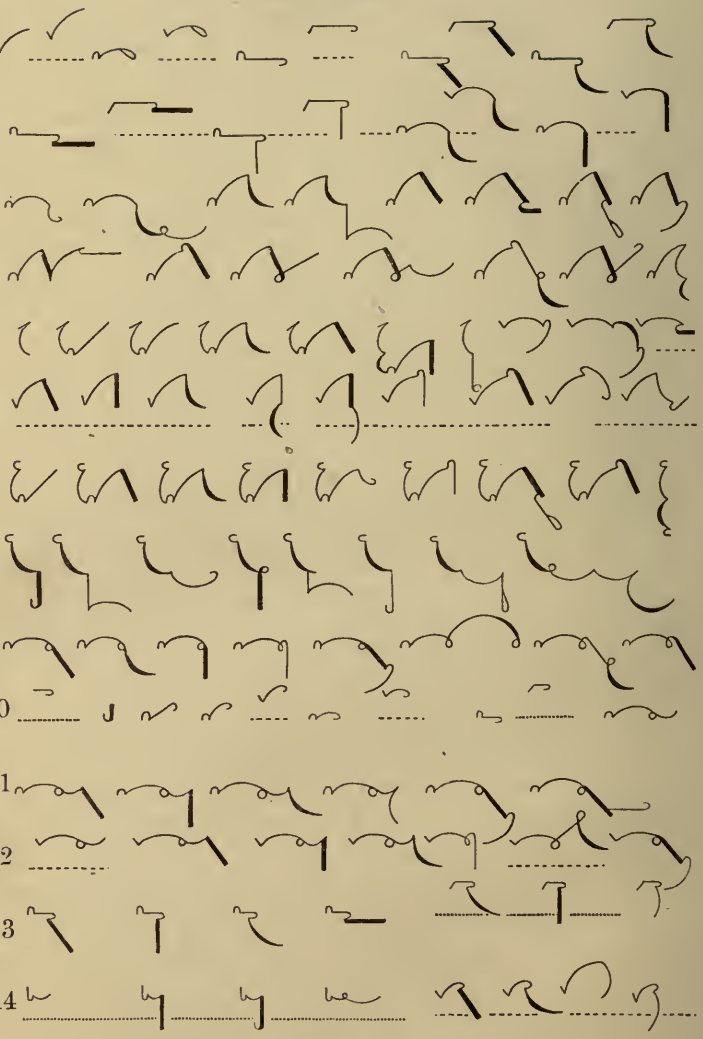
Blewett, Fuller & Bro.

G

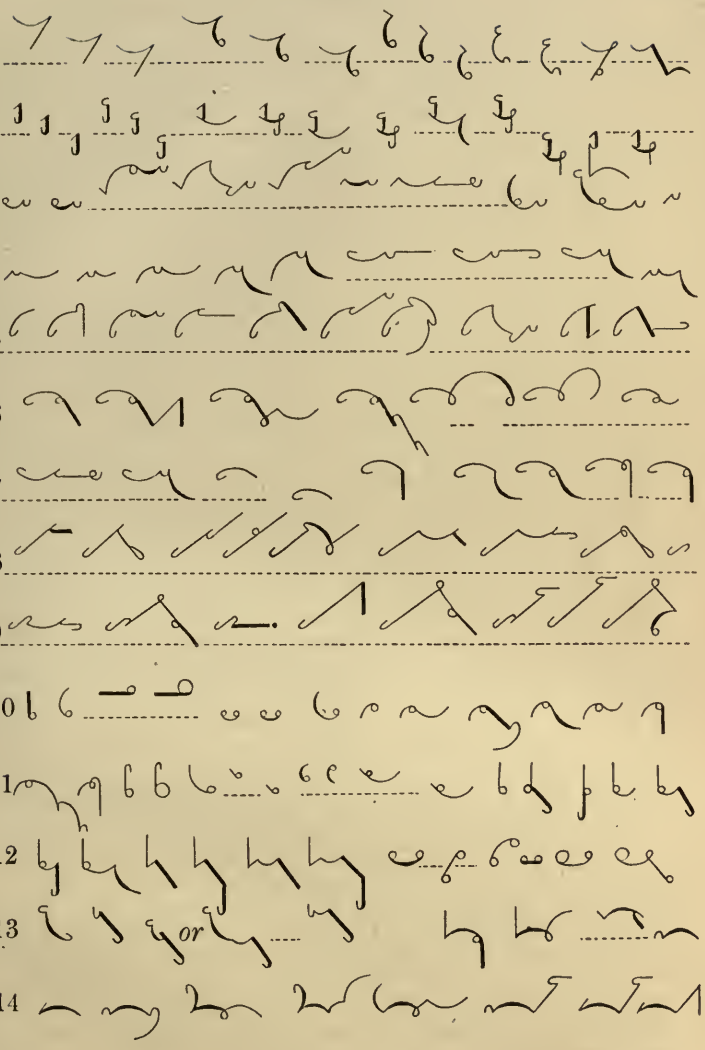
QUESTIONS. 1. Name the large hooks, the prefixes, and the affixes, and give an example of each. 2. What is generally indicated by the use of Ar at the beginning of an outline? 3. What is generally indicated by the use of Ar at the end of an outline? 4. Should Ar or Ray be used in *arrow*, and why? 5. Before what strokes is Ar always used on account of the joining? 6. What is generally indicated when Ray begins an outline? 7. What is generally indicated when Ray ends an outline? 8. After what strokes should Ray be used on account of the joining? 9. What is said of derivative words? 10. In what three ways may words containing the same consonant sounds be distinguished? 11. What consonants are most frequently omitted? 12. Give some examples of the omission of K and Gay? 13. When is *t* often omitted? 14. Give an example of the omission of *p*? Of *r*? Of *l*? 15. What syllables are most frequently omitted? 16. When may a word be omitted in phrasing? 17. Give some examples of intersections. 18. What is generally the safer way of writing initials? 19. What should be used for R? For G? For C? For Q? For X? 20. What numbers should always be written in shorthand? 21. Write 1, 2, 3, 4, 5, 6, 10, 12, 1st, 2d, 3d, 6th, 10th. 22. Write 100,000. 23. Write 20, 30, 40, 50, 60, 70, 80, 90. 24. Join as many appendages as you can to the stroke T, and write down the names of the combinations. 25. Join as many appendages as you can to Lay, and give the names of the combinations. 26. Give the three general rules.

NOTE. Those who use the large Graham Dictionary should study the nomenclature given on page 5 of that dictionary, as in a few particulars we have used a simpler nomenclature.

PHRASES.



PHRASES.



CONTRACTIONS.

KEY TO PAGE 153.

Line 1. Adjunct, adjacent, suggested, adjust, adjusted, adjourn, tempt, contempt, consumption, presumption, stamped.

Line 2. (Omission of W.) Require, inquire, quality, qualify, dissuade, persuade, persuasion, withdraw, within, withstand.

Line 3. (Omission of Y or U.) Adjudicate, behavior, situation, picture, fracture, feature, temperature, literature, moisture.

Line 4. (Omission of H.) Comprehend, apprehend, comprehension, apprehension, withhold, behold, inheritance, inherited, behindhand, history.

Line 5. (Omission of T by changing the Steh loop in the middle of a word to a circle.) Mostly, postpone, postal-card, postage, postoffice, testimony, adjustment, western, mistake, customer.

Line 6. (Omission of R when its insertion would be difficult.) Southern, Southerner, manuscript, purpose, surprised, subscribe, superscribe, prescribe, proscribe.

Line 7. Intelligent, intelligence, intelligible, passenger, messenger, brief, or briefly, positively, chiefly, stiffly.

Line 8. (Omission of N where its insertion is difficult.) Pennsylvania, translation, transaction, transcribe, identical, adjournment, assignment, disappointment, abandonment, attainment.

Line 9. (Omission of ing, ent-ly, tial-ly.) Understanding, Thanksgiving, sufficient or sufficiently, efficient-ly, deficient-ly, proficient-ly, substantial-ly, prudential-ly, differential-ly, circumstantial-ly.

Line 10. (Omission of K or Gay after Ing.) Distinguish, anxiety, anxious, distinction, junction, sanction. relinquish, bank, bankrupt.

Some omit K also in the very common words, expenses, exception, except, examine, examination.

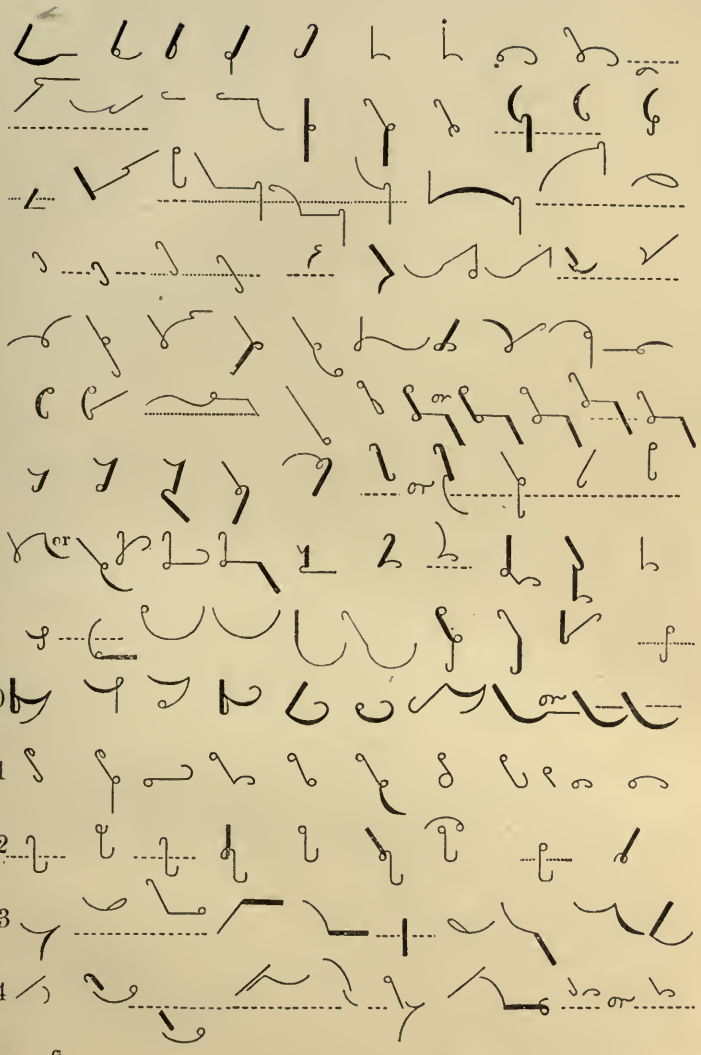
Line 11. Explain, explicit, excursion, experiment, express, expressive, expenses, exception, except, examined, examine-ation.

When the sound of K comes between T and the shun hook, some of the best reporters omit the K while others equally expert insert it. K may also be omitted between F and shun. Thus:

Line 12. Attraction, instruction, contraction, distraction, construction, obstruction, misconstruction, satisfaction, justification.

Line 13. New York, inst., prox., reg., irregular, ad. (vertisement), steno. (grapher), Feb., Nov., January.

Line 14. Re-establish, brightness, badness, rewritten, hereafter, supernatural, reorganization, appointment.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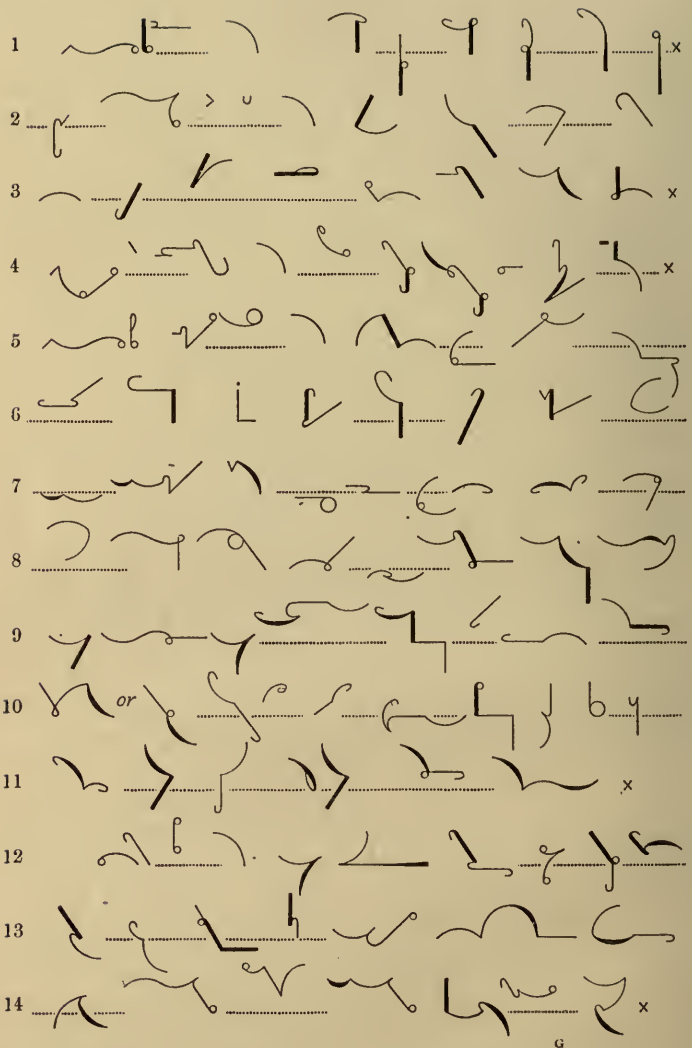
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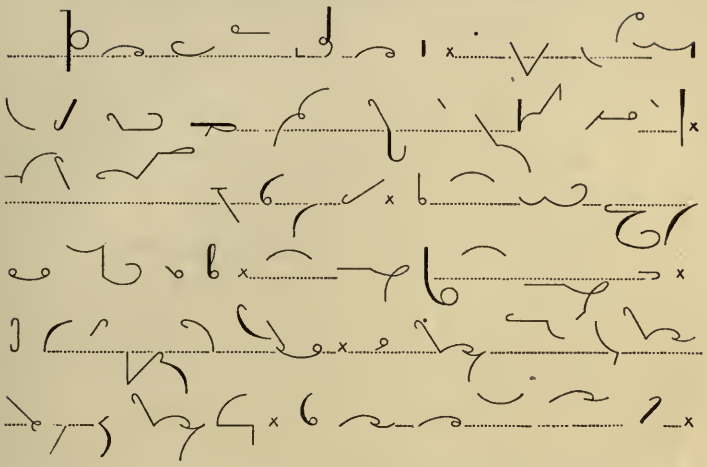
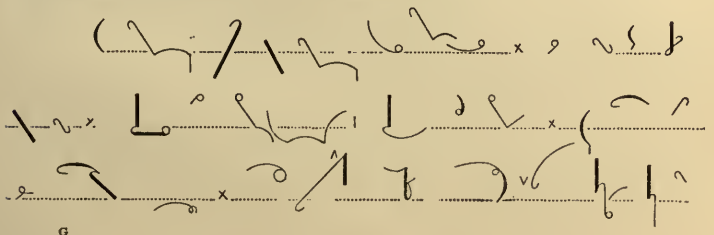
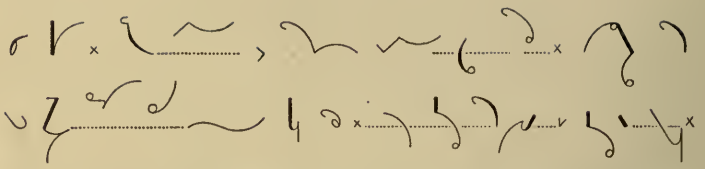
EXERCISE ON CONFLICTING WORDS.

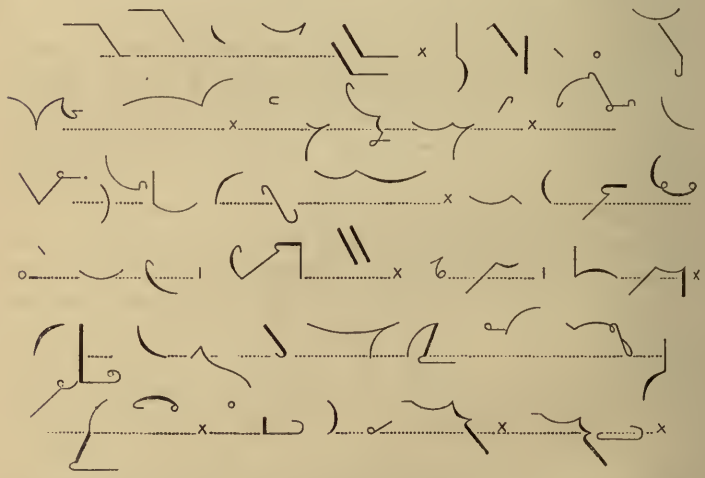


A *diseased* man is only sick, but a *deceased* man is dead. The *pure*-food law is intended for general protection against the wholesale production of *poor*, adulterated articles of diet. Kindly *comply* with my request, and *apply* yourself to your work. It is my *intention* to call your attention to your son's *inattention* to his studies. My *counsel* advises me to *cancel* the account. *Train* your child to *turn* away from evil companions. He is *pre-eminently* qualified for the *prominent* position to which he was *permanently* elected. This *eminent* man is in *imminent* danger.



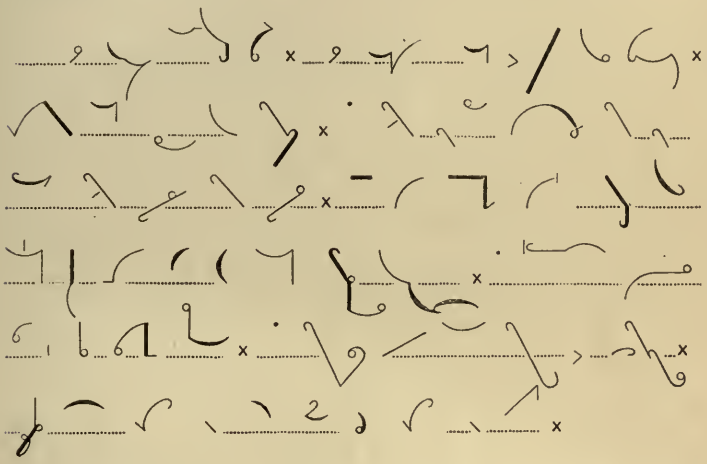


They *permitted* George to be *promoted* for his promptness. He has *proved* that he deserved to be *approved.* Douglas is the *sport* of the family, but Edwin is its *support.* Though a *mere* child, he is a *remarkable* musician. *Mrs.* Howard introduced the *Misses* Wilder, daughters of the *late editor* of our *oldest* daily. We have *written* to the *firm* to *retain* those *forms.* Elizabeth is very *patient* and *gentle;* consequently she has many devoted friends. Our *auditor* is very *gentlemanly,* but the *debtor* is too *passionate.*



Keep a *copy* of it in the *back* of the *book.* It was objected to as incompetent, *irrelevant* and *immaterial.* We *naturally*

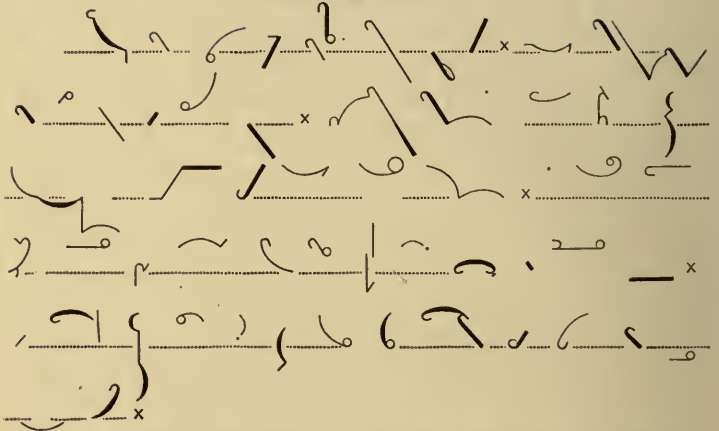
feel that he is an *unnatural* child. We will *prosecute* you for *persecuting* us, if you continue your oppression any longer. Now they *regard* these things of no value, but they will *regret* it by-and-by. I think it is *ruined*, but it may be *renewed*. Your deductions have heretofore been entirely *logical;* consequently I am surprised at your recent *illogical* remarks. His *detection* was certain and *unavoidable*. An *inevitable* conclusion.



He is *evidently* not a *confidant* of yours. He is *undoubtedly indebted* to the Judge for his leniency. He will be *indicted* soon for perjury. The *upper* part is not always the *principal* part, nor the *upper* house the *principal* house. *God* will *guide* the willing and obedient even *unto* death, and will lead them *into* blessedness for evermore. The column looks *slight*, but it is *solid* and strong. The *preparations* are in *proportion* to the amount of the *appropriations*. It is just as important to learn to *read* shorthand as it is to learn to *write* it.

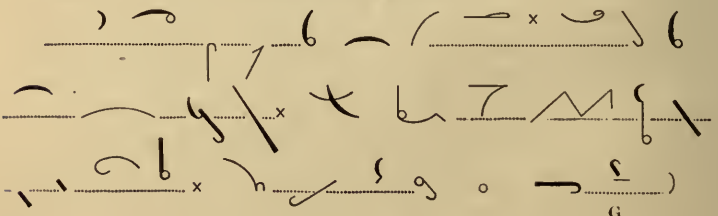
WORDSIGN REVIEW.

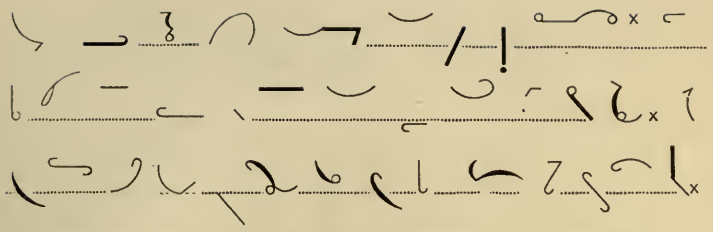
FIRST 100 WORDS.



We have an opportunity to sell a large part of the doctor's property to best advantage. A new member of the Public Library Board is the party who wishes to buy. You will probably remember him when I tell you that he was for a long time a regular general in the United States army. The information is correct I assure you, because he told me the full particulars at the Committee meeting, more than two weeks ago. He remarked that it was somewhat astonishing, though the fact is, this remarkable gentleman is well able to act his own pleasure.

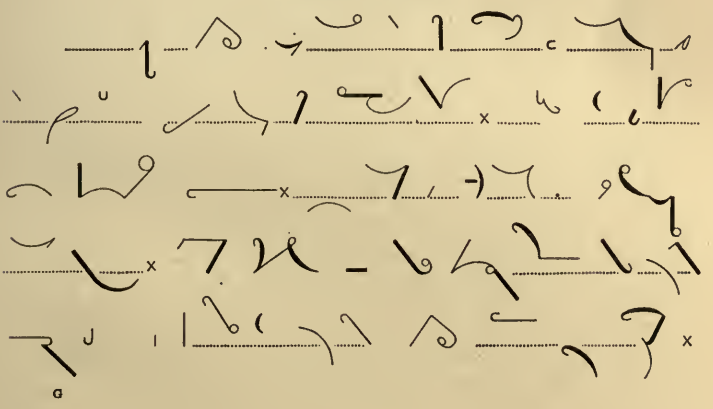
SECOND 100 WORDS.

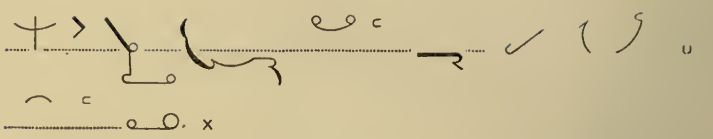




Is it impossible to tell how much this improvement will cost? Opinions upon this important matter have not been published; nevertheless, it is now commonly reported that it is to be about two million dollars. Are you aware that the Superintendent has begun building an establishment for the government, and that he is also engaged in large advertising schemes? Accordingly it is still quite difficult to give any accurate information on a subject of this nature. I think, however, we can surely afford to pay every cent of its value, whatever that may be, and whichever plan we may adopt.

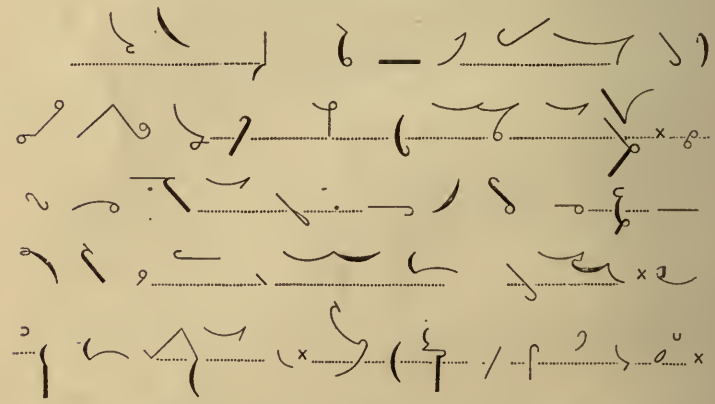
THIRD 100 WORDS.





The different representatives under the influence of dear Mr. Short were invited the first of last year to work for the danger signal bill. I have found that whoever deals with him admires his character. To my knowledge he owes nothing and he has several hundred dollars in the bank. I acknowledge there are several good objections which must be overcome before our object can be attained, but it appears that our principal representative is equal to every emergency. Notwithstanding all the obstacles that have been encountered since we began the work, I think we shall yet meet with success.

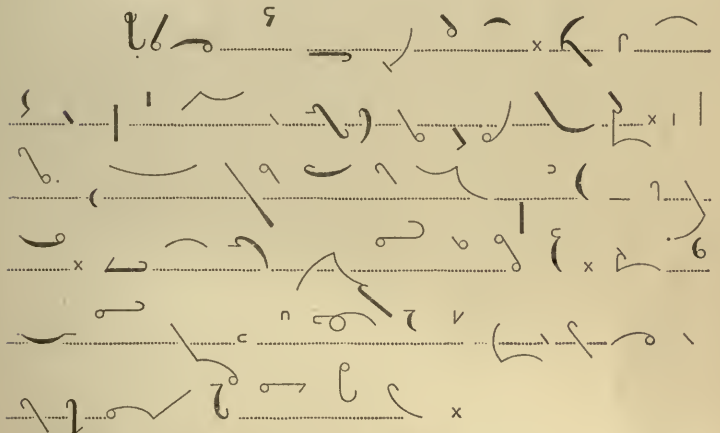
FOURTH 100 WORDS.



If we ever take hold of this together, I shall rely entirely upon their Secretary's representations, for he has a larger

interest than any one else in the passage of the bill. As he has proved himself capable in the past, and can usually balance accounts with those who come in his way, I believe he is equal to anything that may happen in the near future. I do not know what they would do without him to represent them in the future. I feel sure though that he cannot do much until shortly after the first of the year.

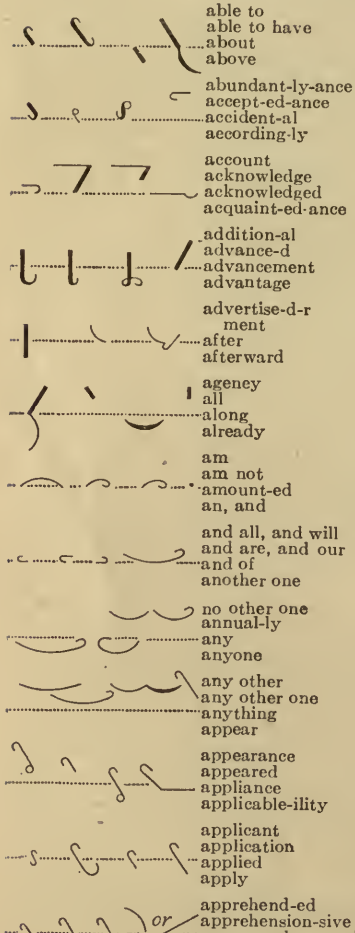
FIFTH 100 WORDS.

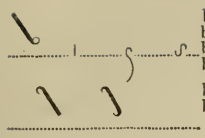


In consideration of the advantages of the improvements we ought to begin issuing the bonds immediately. Your brother told me that he too had already written to a number of other parties about the issues being behind time, but it appears they had neither public spirit nor pride enough to do what they could toward pushing things. He gave me a very laughable description of his experience with them. I told him that his language and descriptive powers were beyond criticism and that I should thank him to apply himself to practice during the summer and then describe the situation fully.

WORDSIGNS,

CONTRACTIONS, AND A FEW PHRASES AND DIFFICULT OUTLINES.

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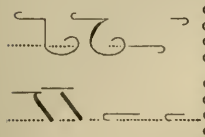
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careful-ly
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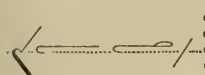
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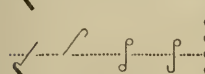
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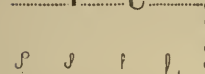
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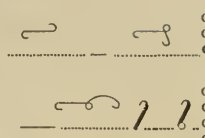
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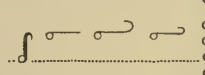
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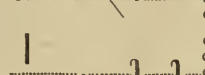
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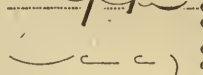
entangle-d-ment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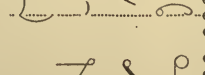
examine-ation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explain-ed-ation
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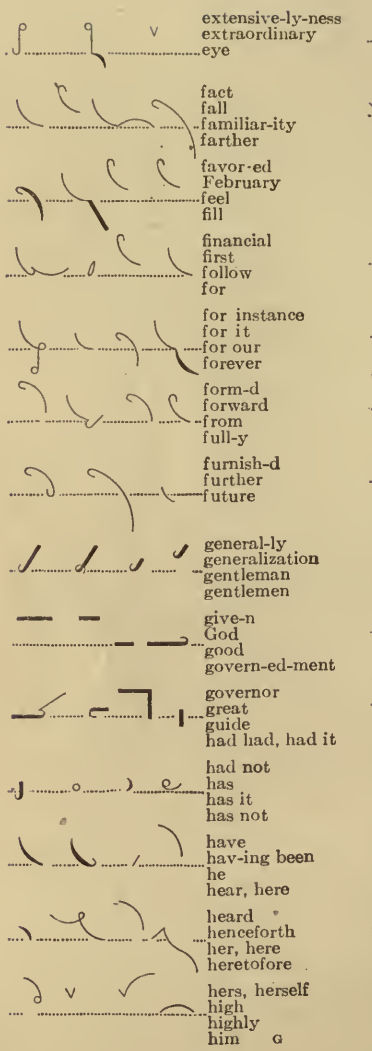
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financial
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for instance
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forever
form-d
forward
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full-y
furnish-d
further
future
general-ly
generalization
gentleman
gentlemen
give-n
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good
govern-ed-ment
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hear, here
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identical-ly
imagine-ation
immediate-ly
important-ce
impossible-ility
improve-d-ment
impugned
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inconsistent
indiscriminate-ion
indispensable
in favor
infer-red-ence
inferior-ity
influence
influential
inform-ed
information
in order-to
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inquire-y
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in regard
in respect
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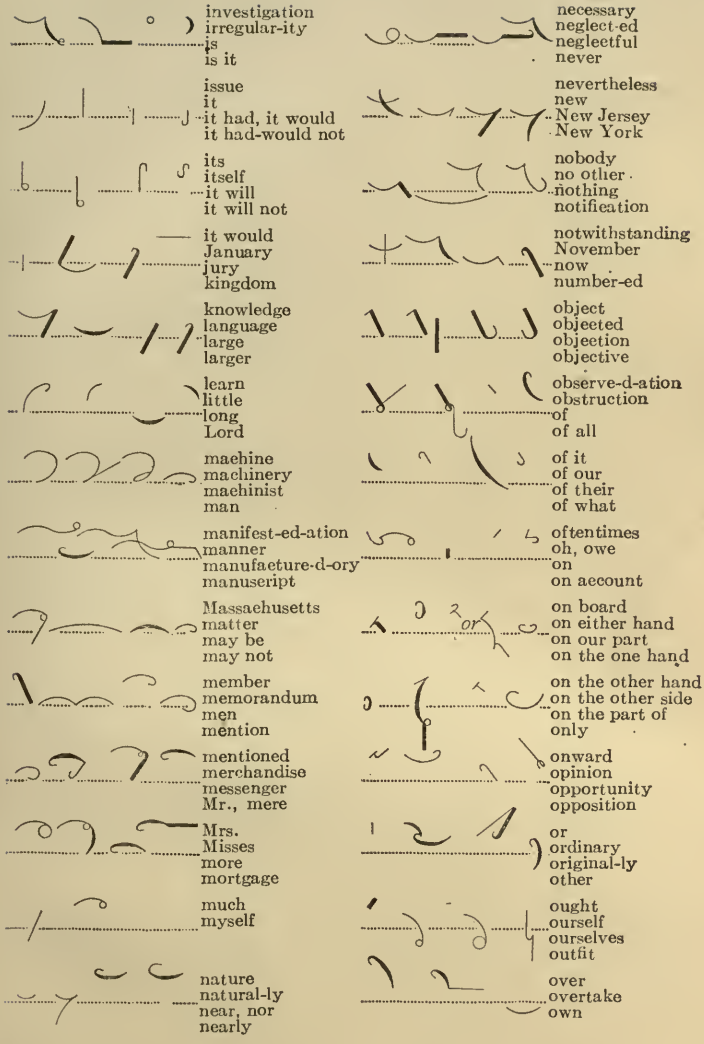
instruct-ed
instruction
intelligence
intelligent
intelligible
interest
invention


investigation
irregular-ity
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is it
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January
jury
kingdom
knowledge
language
large
larger
learn
little
long
Lord
machine
machinery
machinist
man
manifest-ed-ation
manner
manufacture-d-ory
manuscript
Massachusetts
matter
may be
may not
member
memorandum
men
mention
mentioned
merchandise
messenger
Mr., mere
Mrs.
Misses
more
mortgage
much
myself
nature
natural-ly
near, nor
nearly
necessary
neglect-ed
negleetful
never
nevertheless
new
New Jersey
New York
nobody
no other
nothing
notification
notwithstanding
November
now
number-ed
object
objected
objection
objective
observe-d-ation
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on our part
on the one hand
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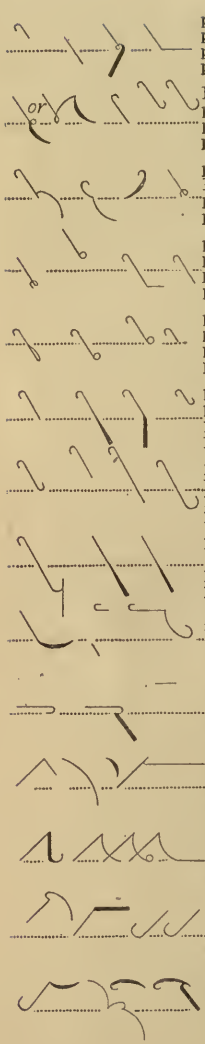
particular-ly-ity
party
passenger
peculiar-ity
Pennsylvania
people
perfect
perfection
perform-ed-ance
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pleasure
position
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possible-ility
practicable-ility
practice-cal
practiced
practices
pres'ent
pretty
principal-ple
probable-ity
product
profit-able
proof, prove, Prof.
proper, propriety
property
proportion-ed
proportionate-ly-ness
public-ation-ly-ity
publish-ed-er
punctual-ity
put
quality
qualification
question
questionable
quite
rapid-ity
rather
read
recollect-ed-ion
reduction
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reform-ed
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relate-d-ation
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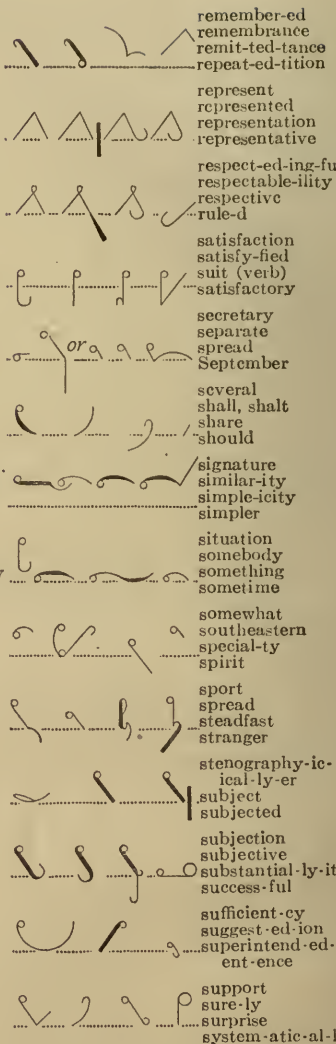
remark-ed
remarkable


remember-ed
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repeat-ed-tition
represent
represented
representation
representative
respect-ed-ing-ful
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respective
rule-d
satisfaction
satisfy-fied
suit (verb)
satisfactory
secretary
separate
spread
September
several
shall, shalt
share
should
signature
similar-ity
simple-icity
simpler
situation
somebody
something
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subject
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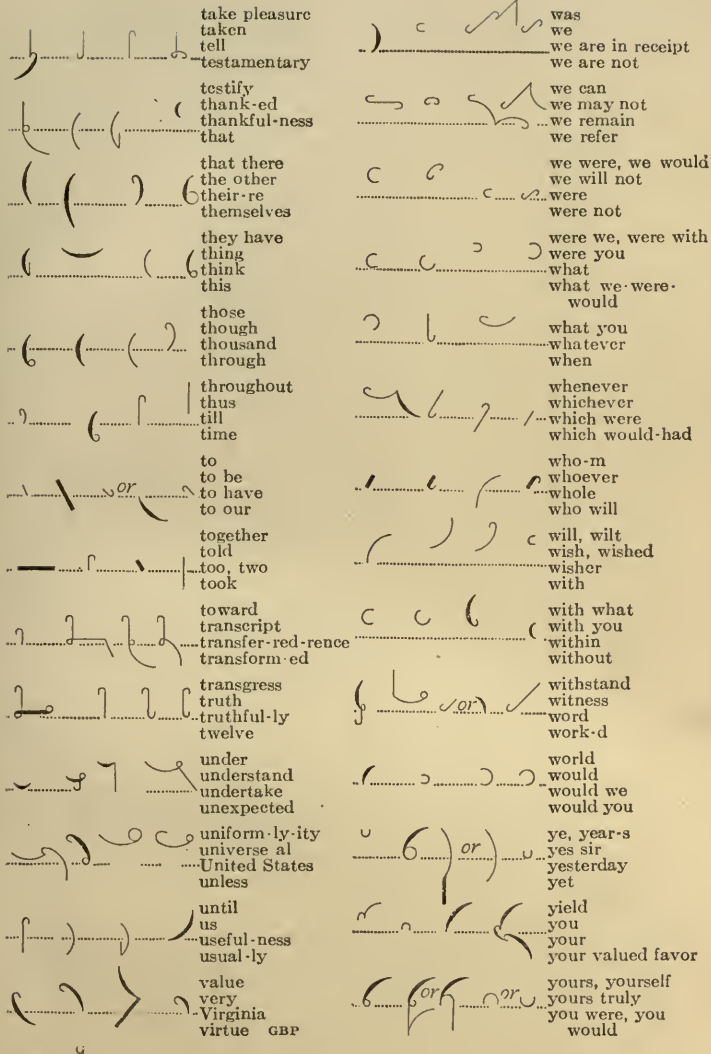
take pleasure
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which would-had
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with you
within
without
withstand
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word
work-d
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would
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would you
ye, year-s
yes sir
yesterday
yet
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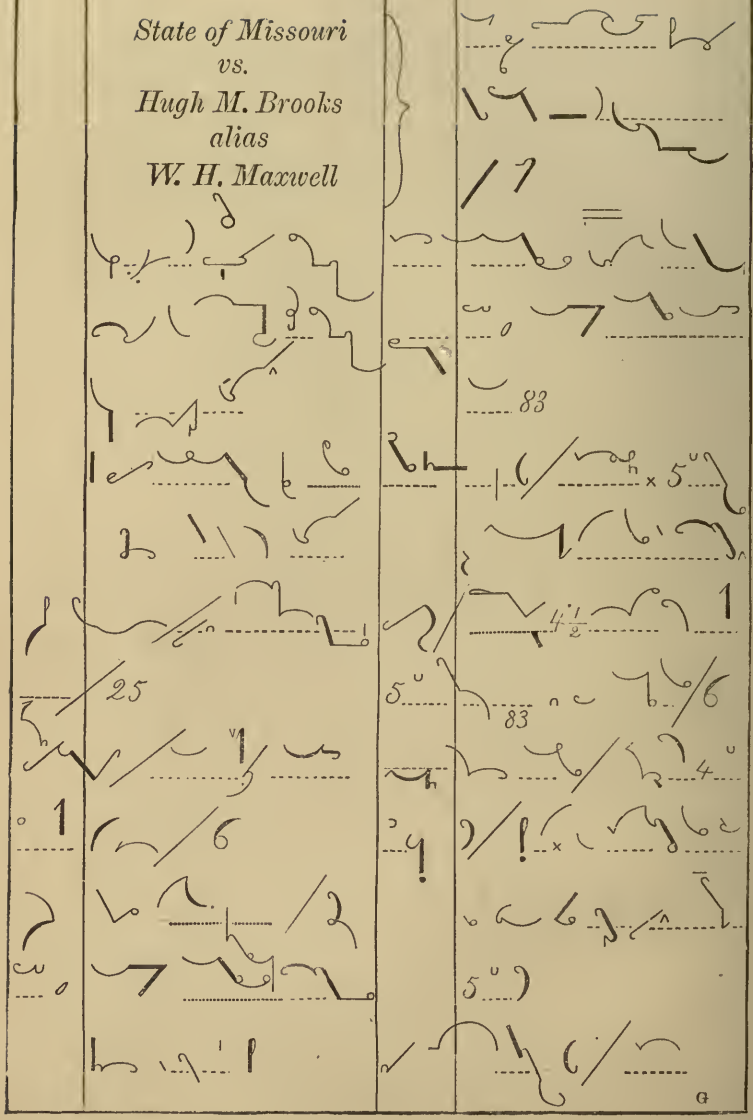
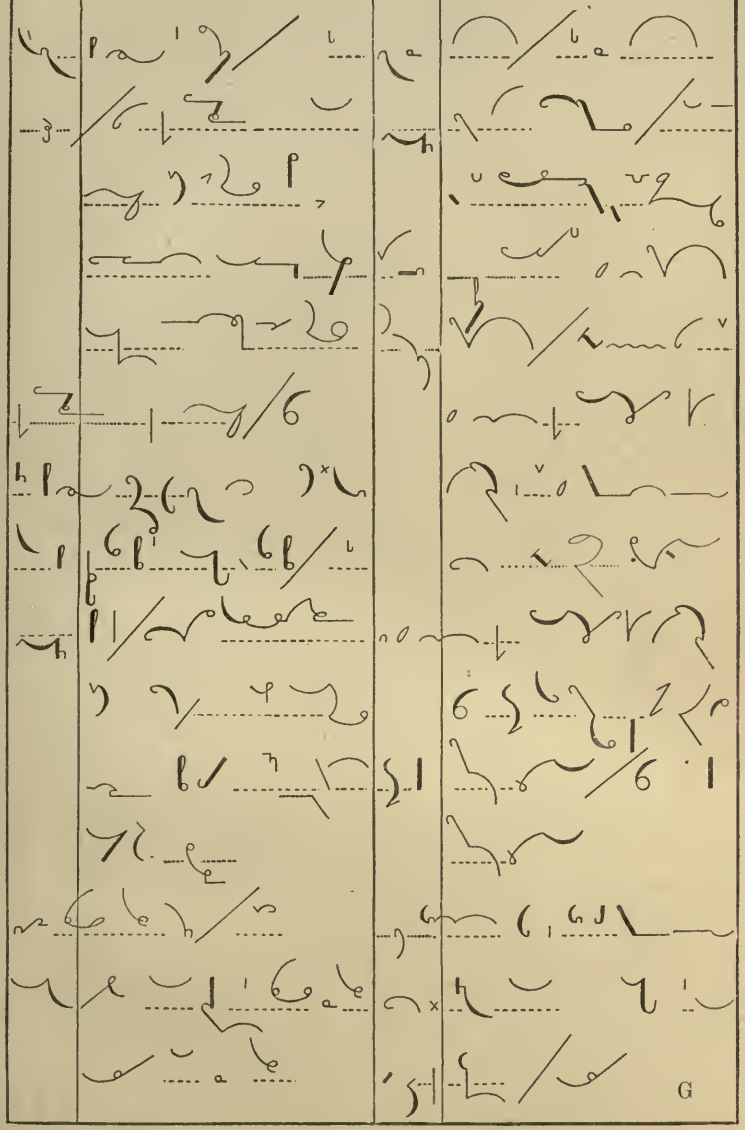
yours truly
you were, you would

State of Missouri
vs.
Hugh M. Brooks
alias
W. H. Maxwell





STATE OF MISSOURI, *vs.* HUGH M. BROOKS, *alias* W. H. MAXWELL.

In the St. Louis Criminal Court, State of Mo. Before Hon. G. S. Van Wagoner, Judge and Jury.

APPEARANCES.

For the State: Ashley C. Clover, Circuit Attorney. Marshall F. McDonald, Asst. Circuit Attorney.

For the Defendant: Martin and Fauntleroy.

Defendant sworn in his own behalf testified as follows:

DIRECT EXAMINATION BY P. W. FAUNTLEROY.

Q. State your full name. A. Hugh Mottram Brooks.
Q. How old are you? A. Twenty-five.
Q. Where were you born? A. In Hyde, Cheshire, England.
Q. Is Hyde your home? A. Yes, sir.
Q. Are your parents living at the present time? A. They are, sir.
Q. When did you first engage in business, Mr. Brooks? A. Do you mean to practice or study?
Q. I mean in any business, after you left off being a school-boy, when did you first engage in business of any kind? A. In 1883.
Q. What business did you go at then? A. I misunderstood you. Five years previous to that I entered the law office of Mr. Brown.
Q. Where was that? A. Stockport, about four and a half miles from Hyde.
Q. Five years prior to 1883, you went into his office? A. Yes, sir.
Q. How long did you remain in his office? A. I remained there over four years.
Q. What were you doing there? A. Studying law. After I left Brown's office, I went to his London agents, Messrs. Brown & Howe, and completed the five years there.
Q. You are a lawyer by profession, then? A. I am.
Q. Have you ever studied medicine or surgery? A. I have.
Q. To what extent? A. Well, at the Collegiate school in Manchester, I was on the science side, and the curriculum included physiology, anatomy, chemistry, and kindred sciences.
Q. At the Collegiate school at Manchester? A. Yes, sir.
Q. Did you study medicine otherwise than you have mentioned, there? Have you ever studied outside of these studies or in addition to these studies? A. I have.
Q. How long did you study it? A. More or less ever since I left school. I was very much interested in science and medical studies generally, and I tried to keep up my knowledge of them as far as I could.
Q. You are not a licensed physician, are you? A. I am not.
Q. Never received any diploma or license as a physician? A. No, sir; not as a physician.
Q. You have as a lawyer? A. I have as a lawyer.
Q. How long did you practice law, Mr. Brooks? A. Not quite two years; as near as I can remember, about a year and nine months.
Q. I will get you to state to the jury when and where you first met Mr. Preller, C. Arthur Preller. A. On board the—well, I first met him at the Northwestern hotel, Liverpool, but I first became acquainted with him on board the steamship Cephalonia.
Q. You first met him at the Northwestern hotel, Liverpool? A. Yes, sir; that was the evening previous to the day on which the ship sailed.
Q. That was the day prior to sailing? A. Yes, sir; the day prior to sailing.
Q. You say that you met him then, but that you did not become acquainted with him. Did you have any introduction or know who he was at that time? A. No, sir.

REVIEW QUESTIONS.

1. Write and name all of the up strokes; the down strokes; the horizontals. (See Pars. 166, 168 and 252.)

2. Name the first-, second-, and third-place vowels. What vowels are written by the first stroke and what vowels are written by the second stroke, when occurring between two strokes?

3. Which vowel governs the position of a word, and which stroke in the outline is placed in position?

4. Give the three positions for horizontals; for other strokes—full lengths; —half lengths.

5. What words need position, and what words do not?

6. Name the brief signs given in Lesson 5, and state what each one represents and what care should be taken in its formation.

7. Give the rules for the circles and loops. (Lesson 7.)

8. Describe each small hook, and show how it is combined with iss. What hooks are combined with sez, steh, and ster; and how?

9. Write: Pef, Pefs, Peft, Pefts, Pen, Pens, Penses, Penst, Penster, Pent, Pents.

10. Write and name the Pl and the Pr series, and state what is indicated by them. Can they ever be used with an intervening vowel? (Lesson 21.)

11. Name all of the large hooks, both initial and final.

12. What is the effect of doubling Ing? Emp? What else is added by doubling?

13. Name six half lengths. When only may Ray and Hay be halved.

14. How may *-ted*, *-ded*, or *-ed* be represented?

15. When should halving not be employed? (Lesson 17.)

16. Write: Assume, awoke, policy, coffee, serve, survey,

Wyoming, science, data, date, radiate, ruin, mean, cycle, seeker, zero, riot, berate, elevate, right, writing. Give a reason in each case for choice of stroke or brief sign.

17. Before what strokes may heh be used?

18. When should Ar and when should Ray be used?

19. Name two strokes *before* which Ar is always used.

20. Name others *after* which Ray is always used.

21. Name the strokes after which El is used.

22. When should El be used at the beginning of an outline?

23. Name the prefixes; the affixes.

24. When should the ishun curl be used instead of the shun hook, and how is it vocalized?

25. Which word in a phrase should be written in position? Give exceptions.

26. What classes of words should be phrased?

27. How is *I* represented in phrasing? *He? You? Us? Is* or *his? As* or *has? We? Not? With? May be? Have been?*

28. Give three ways of representing *there* or *they are;* two ways of representing *their.*

29. What words may be indicated by the n hook? The v hook? The l hook? The r hook?

30. What words may be indicated by halving?

31. Give examples of lapping; of intersections; of omissions of letters, syllables, and words.

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